Valentina Mei-Yin Chen

# GRAMMAR PLUS

## ENGLISH GRAMMAR REFERENCE AND PRACTICE

# B2

AUDIO CD

ELI

Valentina Mei-Yin Chen

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**Grammar Plus B2**

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UNIT 1

# Present simple or Present continuous

| | PRESENT SIMPLE | PRESENT CONTINUOUS |
|---|---|---|
| **Affirmative** | I / You / We / They work.<br>He / She / It works. | I'm / You're / We're / They're working.<br>He's / She's / It's working. |
| **Negative** | I / You / We / They don't work.<br>He / She / It doesn't work. | I'm not / You / We / They aren't working.<br>He / She / It isn't working. |
| **Interrogative** | Do I / you / we / they work?<br>Does he / she / it work? | Am I / are you / we / they working?<br>Is he / she / it working? |
| **Short answers** | Yes, I do. / No, he doesn't. | Yes, I am. / No, she isn't. |

## USAGE AND EXAMPLES

- regular or repeated actions / events:
  *It **rains** heavily in March and April.*
- permanent situations and general facts :
  *Water **freezes** at 0°C.*
- scheduled events (trains, shops, TV programmes, etc):
  *What time **does** the bank **open** today?*
- state verbs (opinion, preference, feelings, memory, knowledge, state or appearance):
  *He **enjoys** travelling.*
- narrating fictional stories:
  *Oliver Twist **runs away** and **goes** to London.*
- everyday routine:
  *What **do** you usually **do** at the weekend?*

## USAGE AND EXAMPLES

- things happening now:
  *It **isn't raining** at the moment.*
- actions taking place around the present:
  *I'm **not going** to school today.*
- temporary actions:
  *What **are** you **doing** these days?*
- changing situations:
  *The world population **is increasing**.*
- future arrangements:
  *Ellen's **having** lunch with us tomorrow.*
- asking about one's plans:
  *Where **are** you **going** next summer?*

| Frequent key expressions (frequency) | Frequent key expressions (present and future time) |
|---|---|
| *always, usually, habitually, often, sometimes, rarely, seldom, hardly ever, never, every day, twice a week* | *now, at the moment, these days, today, tonight, tomorrow, this afternoon, next weekend* |

**Note!**

Verbs expressing physical perception (***see, hear, smell, taste***) are often used with ***can***:
*I **can't see** John anywhere, it's too crowded.*
***Can** you **hear** me?*
*I **can't smell** anything: I have a cold.*

**Note!**

The Present continuous is used with ***always*** when it expresses irritation about something happening too often:
*You**'re always losing** the car keys, Dave!*
*Why **is** Ellie **always taking** my things without asking? I hate it when she does that.*

- Some **state verbs** may have <u>different meanings</u> so sometimes you can use them in the continuous form. Compare the examples:

| | | |
|---|---|---|
| **be** | *Jack **is** very talkative.* (a personality trait) | *Jack **is being** very talkative today.* (he usually isn't) |
| **have** | *She **has** a brother.* (relative or possession) | *She**'s having** a walk with her brother.* (have = action) |
| **see** | ***Do** you **see** what I mean?* (understand) | ***Are** you **seeing** Lucy tonight?* (see= meet) |
| **think** | *I **don't think** this is my book.* (opinion) | *What **are** you **thinking** about?* (mental activity) |
| **look** | *You **look** sad. What's wrong?* (appearance) | *What **are** you **looking** at?* (voluntary action) |
| **taste** | *This roastbeef **tastes** delicious.* (state) | *I'm **tasting** the wine to see if it's sour.* (action) |

## 1 What are the 8 speakers doing? Match the sentences (1-8) to the correct functions (a-h)

1 ☐ Are you seeing Jane tomorrow?
2 ☐ You don't like French cuisine, do you?
3 ☐ It's getting dark, isn't it? Let's go home.
4 ☐ What time does the train to Bristol leave?
5 ☐ Tom isn't very reliable. He's always making excuses.
6 ☐ In the film the protagonist survives an air-crash and spends four years on a desert island.
7 ☐ This week she isn't going to the office because she's ill.
8 ☐ The plane is taking off. Turn off your mobile.

a asking about preference
b talking about temporary situation
c talking about a scheduled event
d describing a changing situation
e narrating a fictional story
f describing what's happening
g complaining about a bad habit
h asking about someone's plans

## 2 Underline the correct present tense.

1 Why *does the dog smell / is the dog smelling* you?
2 This pullover *feels / is feeling* so soft.
3 I *think / 'm thinking* of moving away.
4 Sorry, we *have / 're having* lunch: can you call back later?
5 Adam *looks / is looking* like his brother a lot.
6 They *hate / are hating* going to the theatre.
7 What *do they look / are they looking* for?
8 Be quiet please, I *try / 'm trying* to study.

## 3 Write the correct present tense of the verbs in brackets.

1 They _____ (usually / not / walk) to school.
2 Just a second. I _____ (finish) my homework.
3 How _____ (your sister / go) to work every day?
4 In my country it _____ (not / snow) very often.
5 My pen _____ (not / work). Can I borrow yours, Robert?
6 What _____ (Tom / do)?
- He's an engineer.
7 Why _____ (they / drive) on the left in Britain?
8 _____ (you / have) a second?
No, sorry, I _____ (work).
9 Why _____ (you / always / leave) the door open?!
10 Who _____ (Anne / wait) for?
I _____ (not/know).

## 4 Listen to the interview and write the boy's answers.

1 Tell me about your city. _____
2 How do you usually go to school? _____
3 What do you think of horror movies? _____
4 What are your hobbies? _____
5 What do your parents do? _____
6 What are your plans for the summer? _____
7 What are your subjects this year? _____
8 What's the weather like in your country? _____

**5** **Build sentences using the correct present tense verb.**

*What colour / you / like?* — *What colour do you like?*

1 she/ usually / work / the law firm / but / this week / she / work / home.
2 Terry / not / eat / much / these days. / she / have / any problems?
3 Peter / not / remember / names well.
4 We / take / the bus to work this week / but / normally / we / walk.
5 you / often / go / to the theatre / in the evening?
6 How often / she / play / basketball?
7 this year / we / go / holiday / June / but / we / go / usually / August.
8 the sun / shine / but / I / not / have / time / to go to the beach.

**6** **Fill in the blanks with the correct tense of the verbs from the box in the affirmative, negative or interrogative form.**

be do have leave leave hope need think work write

Dear David,
I (1) _____ to you because I (2) _____ to ask a favour of you.
I (3) _____ for France tomorrow afternoon but everybody at home
(4) _____ so nobody can take me to the airport. My plane (5) _____
at a quarter past three but passengers (6) _____ to be there an hour before departure.
(7) _____ you _____ you can drive me to the airport?
I (8) _____ you (9) _____ anything tomorrow but don't worry if you
(10) _____ busy: I'll ask someone else. Speak to you soon.
Alice

**7** **You overhear two friends looking at a family photo album and commenting on the people they see in it. Say which photo they are talking about.**





# Past simple or Past continuous

| | PAST SIMPLE | | PAST CONTINUOUS |
|---|---|---|---|
| **Affirmative** | **Regular verbs:** | I lived / He chatted. | I / He / She / It was living / writing.<br>You / We / They were chatting / going. |
| | **Irregular verbs:** | I went / He wrote. | |
| **Negative** | I didn't go / We didn't chat.<br>He didn't live / They didn't write. | | I / He / She / It wasn't living / writing.<br>You / We / They weren't chatting / going. |
| **Interrogative** | Did you write...? / Did he jump...? | | Was I / he / she / it living / writing...?<br>Were you / we / they chatting / going...? |
| **Short answers** | Yes, I did / No, he didn't. | | Yes, I was / No, they weren't. |

### USAGE AND EXAMPLES

- an action / event that happened at a known or specific moment in the past or for a past period of time:
  *It **rained** a lot in Brussels last week*
- a chronological sequence of actions that happened in the past:
  *He **got** in, **started** the car and **drove** away.*

### USAGE AND EXAMPLES

- an action / event that was in progress at a specific time in the past:
  *It **was raining** when I arrived in Brussels.*
  *I met Lucy while I **was studying** at Oxford.*
  *What **were** you **doing** yesterday at 10?*
  *As I **was walking** in the park, I noticed three squirrels on the grass.*

| Frequent key expressions (past time) | Frequent key words (expressing duration) |
|---|---|
| *when, yesterday, last night, in the past, 3 days ago, in 1967* | *while, as, when* |

### PAST SIMPLE or PAST CONTINUOUS

The **Past continuous** and the **Past simple** are often found in the same sentence to express the relationship between two past activities. Study these examples:
*Jane **was sleeping** when the thieves **broke in**.* (the thieves interrupted Jane's sleep)
*The phone **rang** while we **were having** dinner.* (the phone rang during dinner)

**Note!**

- ***Be*** and ***modal verbs*** do ***not*** take auxiliary *'did / didn't'* in negative and interrogative forms of the Past simple.
- The Past continuous is not used with state verbs. (see Unit 1)

**1** **Underline the correct past tense in each sentence.**

1 She *ran / was running* out as soon as she *heard / was hearing* the fire alarm.
2 Where *did you go / were you going* when I saw you?
3 The plane *landed / was landing* on time and all the passengers *got / were getting* off.
4 *Did it rain / Was it raining* at 6 this morning?
5 Mr Redford *stood / was standing* next to his son in the large room. Everybody *was / were being* quiet.
6 What time *did Mary leave / was Mary leaving* the house?

**2** **Write the correct past tense of the verbs in brackets.**

1 I _____ (not / listen) to the teacher so I _____ (not / hear) the instructions to the exercise.
2 He _____ (walk) into the room and _____ (start) shouting.
3 Sorry, the line is bad. I _____ (not / can) hear what you said.
4 _____ it _____ (snow) when the car _____ (break) down?
5 Yesterday I _____ (not / have) lunch because I _____ (have) stomachache.
6 What _____ (Terry / do) last summer?
7 I _____ (not / look) so I (not / see) the car crash.
8 _____ (Jack / be) at home at 4? No, he _____ (drive) to Dallas at that time.
9 _____ you _____ (see) Ellie at university? Yes, but I _____ (not / disturb) her because she _____ (study) in the library.
10 I _____ (hear) two people speaking in the other room, but I don't know what they _____ (talk) about.

**3** **Fill in the blanks with the correct past tense of the verbs in brackets to complete the following text.**

I'm finally back home after a 2-day nightmare. Things (1) _____ (start) to go wrong on the morning I (2) _____ (leave), when I (3) _____ (realise) I couldn't find my passport anywhere. It was 10 when I finally (4) _____ (find) it: it (5) _____ (lie) under the bed and I'm still wondering how it (6) _____ (end) up there! Anyway, I (7) _____ (grab) a taxi and of course I (8) _____ (get) stuck in one of the biggest traffic jams I've ever seen. As I (9) _____ (get) out the of cab I (10) _____ (stumble) and (11) _____ (fall) into a puddle while everybody (12) _____ (stare) at me. It was obviously too late: the plane (13) _____ (move) on the runway and ready to take off. I (14) _____ (go) back to the check-in counter and the agent (15) _____ (tell) me that the next plane was the next day...

**4** **Listen to the recording and fill in the blanks with the Past simple or Past continuous of the verbs from the box.**

babysit keep look (x2) open ring rush see sleep stand tell wear

Last night I had a dream that I (1) _____ my little sister at my place when someone (2) _____ the doorbell. I (3) _____ the door and I (4) _____ two strange-looking men who (5) _____ on their hands: one of them (6) _____ a clown outfit while the other (7) _____ like an ape and (8) _____ telling silly jokes trying to make me laugh. They (9) _____ me they (10) _____ for their black and white kitten and when I said I hadn't seen it they (11) _____ upstairs where my sister (12) _____. Then I woke up.

# Used to / Would

| USED TO | | |
|---|---|---|
| **Affirmative** | **Negative** | **Interrogative** |
| I used to go. | I didn't use to go. | Did I use to go? |
| You used to go. | You didn't use to go. | Did you use to go? |
| He / She / It used to go. | He / She / It didn't use to go. | Did he / she / it use to go? |
| We used to go. | We didn't use to go. | Did we use to go? |
| You used to go. | You didn't use to go. | Did you use to go? |
| They used to go. | They didn't use to go. | Did they use to go? |
| **Short answers** | | |
| **Affirmative** | Yes, I / you / he / she / it / we / you / they did. | |
| **Negative** | No, I / you / he / she / it / we / you / they didn't. | |

## USAGE AND EXAMPLES

- ***Used to*** is found in sentences describing a past habit, or situation that is no longer true: it can be used for both actions and situations or states. Study these examples:

  *I **used to be** very shy but then I met my best friends Lisa and Carol.*
  *My brother goes to the theatre every two weeks but he **didn't use to like** it as a teenager.*
  *What **did you use to do** when you were in elementary school?*

- ***Would*** can also be used to describe regular habits or activities of the past and it can often substitute *used to*. It is normally only used in the affirmative.

  *When I was younger I loved walking in the park near home. Every morning, before going to work, I **would go (used to go)** for a stroll with my dog and enjoy the quiet.*

## USED TO or WOULD

- Remember that *would* cannot be used to describe states or situations. See the examples below:

  *My brother **used to be** very touchy as a child. Every time he got a lower mark than me he **would stop** (or: **used to stop**) talking to me for a few days.*
  *My grandma was a great woman. She **didn't use to be** very talkative but she **would** always **give** you a hand if you needed help.*

**1** **Do these sentences refer to past habits / situations that aren't true now (A) or not (B)?**

| | | A | B |
|---|---|---|---|
| 1 | I used to get up late on Sundays when I was younger. | ☐ | ☐ |
| 2 | I got up at 7 last Sunday. | ☐ | ☐ |
| 3 | Where were you working in the 1980s? | ☐ | ☐ |
| 4 | My sister didn't use to wear jeans but now she loves them. | ☐ | ☐ |
| 5 | My sister wasn't wearing jeans when she came over. | ☐ | ☐ |
| 6 | Did you use to be a bright student at school? | ☐ | ☐ |
| 7 | When it rained we would take out a board game and play all afternoon. | ☐ | ☐ |
| 8 | I used a lot of flour to make this cake. | ☐ | ☐ |
| 9 | What would you like to do? | ☐ | ☐ |
| 10 | I often invited them over but they would always say no. | ☐ | ☐ |

**2** **Change the underlined verbs in the following sentences using *used to*.**

1 I <u>loved</u> heavy metal when I was in high school. _____
2 We <u>were</u> friends but I don't know where he lives now. _____
3 What subjects <u>did you like</u> when you were in high school? _____
4 I <u>didn't go</u> out very often in the past. _____
5 There <u>were</u> fewer cars 10 years ago. _____
6 It <u>wasn't</u> so warm in October when I was a child. _____

**3** **Underline the correct tense in the following sentences.**

1 I *saw / used to see* my brother a lot but then we *fell / used to fall* out over an inheritance.
2 Emma *wouldn't / didn't use to write* poems but then she *met / used to meet* Greg and *would start / started* being romantic.
3 I *would hate / used to hate* dark chocolate as a child, but I can't live without it now.
4 Lucy *would have / used to have* long hair as a teenager.
5 I *lived / would live* in Rome from 1990 to 2005. I *went / used to go* to St Peter's Cathedral every month.
6 *Did you use to be / Would you be* shy when you were little?

**4**  **Listen to the an extract from 'Eveline', *Dubliners* by James Joyce and complete it with the verbs from the box.**

used to play played used to be bought passed used to keep saw built seemed used to play heard used often to hunt

Few people (1) _____. The man out of the last house passed on his way home; she (2) _____ his footsteps clacking along the concrete pavement and afterwards crunching on the cinder path before the new red houses. One time there (3) _____ a field there in which they (4) _____ every evening with other people's children. Then a man from Belfast (5) _____ the field and (6) _____ houses in it – not like their little brown houses but bright brick houses with shining roofs. The children of the avenue (7) _____ together in that field – the Devines, the Waters, the Dunns, little Keogh the cripple, she and her brothers and sisters. Ernest, however, never (8) _____: he was too grown up. Her father (9) _____ them in out of the field with his blackthorn stick; but usually little Keogh (10) _____ nix and call out when he (11) _____ her father coming. Still they (12) _____ to have been rather happy then. Her father was not so bad then; and besides, her mother was alive. That was a long time ago; she and her brothers and sisters were all grown up her mother was dead. Tizzie Dunn was dead, too, and the Waters had gone back to England. Everything changes.

**5** **Fill in the blanks with the correct verb from the box using the Past simple or *used to / would*. Write both *used to* and *would* if both of them can be used.**

~~be~~ (x3) be able to call enjoy fast forget get give ~~go~~ take

0 I *was* already so fond of movies! I *used to / would go* to the cinema every weekend.
1 Dad _____ bald when he was 25, of course!
2 We _____ to speak German but we soon _____ it because we never used it.
3 When I was at university I _____ my grandma after every exam I _____.
4 She _____ scuba diving but one day some sharks attacked her so she _____ it up.
5 George _____ very sporty: every morning he _____ up early and run 10 km.
6 My grandfather _____ every Sunday: he believed it _____ good for his health.

# Present perfect simple; Present perfect simple or Past simple

| | | |
|---|---|---|
| **Affirmative** | **Regular verbs:** | I have worked / You have lived / She has attended / They have played. |
| | **Irregular verbs:** | I have been / You have spoken / He has written / We have run / They have had. |
| **Negative** | I / You / We / They haven't lived<br>He / She / It hasn't done. | |
| **Interrogative** | Have I / you / we / they studied...?<br>Has he / she / it given ...? | |
| **Short answers** | Yes, I / you / we / they have.<br>Yes, he / she / it has. | No, I / you / we / they haven't.<br>No, he / she / it hasn't. |

## USAGE AND EXAMPLES

The Present perfect is used for actions or events happening from the past until now. In particular:

- when focusing on the experience so far (time of the past action is unimportant or not mentioned):
  *I've done my homework, Mum!*
- when the past action has a result in the present situation:
  *Have you seen my glasses?* (I'm looking for them now)
- when we talk about a recent event or action:
  *The road is closed. There's (=has)* ***just*** *been an accident. - Have you met him* ***lately****?*
- often with the adverbs: **never**, **ever**, **already**, **yet**:
  *Have you* ***ever*** *eaten frogs?* (asking if that has or hasn't happened)
  *The film's* ***already*** *begun. - Has the train left* ***yet****? No, it hasn't left* ***yet****.*
- when the time period isn't over yet (this year / today / so far) and a number indicates progression:
  *I've read* ***five*** *books* ***this year****.* (but I may read more books before the year ends)
  ***How many*** *novels has Stephen King written?* (he is still working as a novelist)
- with expressions like: It's the first/second time...; with superlatives as in: it's the best book …
  *This is* ***the third time*** *I've met her today. - It's* ***the worst film*** *I've watched*

| PRESENT PERFECT SIMPLE or PAST SIMPLE | |
|---|---|
| *I've cut my finger.* (when is irrelevant) | *I cut my finger* ***while cooking****.* (time expression) |
| *The train has* ***just*** *arrived.* (very recently) | *The train arrived* ***a few minutes ago****.* (time expression) |
| *Spielberg has made a lot of films.* (he's alive) | *Shakespeare wrote a lot of plays.* (he's dead) |
| *Oh no, I've lost my passport.* (I'm still loking for it) | *I lost my passport but I found it.* (completed) |
| ***(it's 11 am)*** *I've done three exercise* ***this morning*** | ***(it's 3 pm)*** *I did three exercises* ***this morning****.* |
| *Have you been to Brazil?* (experience so far) | *When did you go to Brazil?* (time expression) |

**Note!**

When talking about a past experience the opening sentence is usually **Present perfect simple**. However, if you keep talking about it, you switch to **Past simple**. Study the example:

*A: Have you ever been to that restaurant?* *B: Yes, I have.* (opening sentence = focus on experience)
*A: Did you like the food there?* *B: Yes, it was delicious.* (focus on specific time)

When using the Present perfect of ***go*** you use ***gone*** when someone is still where he/she went and ***been*** when the person is back. Compare the situations:

*Where's Anna? She's* ***gone to*** *the doctor's. / Anna's* ***been to*** *the doctor. He said she's fine.*

**1** **Underline the elements that suggest the use of Present perfect or Past simple in each sentence.**

0 *Tony has been to Japan twice this year.*
1 I **had** a sandwich half an hour ago.
2 I still **haven't decided** what to do.
3 Milly**'s made** 25 phone calls today.
4 My son **broke** his ankle while running.
5 Angela**'s gone** to the centre. She'll be back soon.
6 Reagan **made** a few films before becoming the US President.

**2** **Underline the correct tense in each sentence.**

1 Their train *has left / left* a few minutes ago.
2 When *have you sold / did you sell* your car?
3 We*'ve spent / spent* all the money. We're broke.
4 What time *has the film started / did the film start*?
5 As a child I *haven't liked / didn't like* reading.
6 This month they*'ve been / went* to the cinema twice.
7 How many times *have you fed / did you feed* the cat yesterday?
8 I *have seen / saw* Jennifer at school. She looked happy.

**3** **Build the sentences with the correct tense using the expression in brackets.**

0 *Tom / meet your parents? (ever)* — *Has Tom ever met your parents?*
1 My mother / ski. (never) _____
2 Jack / win the match. (last Sunday) _____
3 Amanda and her parents /move here. (in 2005) _____
4 When / you / buy the new scooter? _____
5 Anybody / call / the police? (yet) _____
6 I / do this exercise / twice. (already) _____
7 Danny / leave the house. (a few hours ago) _____
8 How many cars / you / have? (so far) _____

**4** 5 **Listen to the recording and CIRCLE what George has bought. Then UNDERLINE what Tina has finished preparing.**

shrimp mayonnaise eggs lasagna meatballs cheese white wine

**5** First **Complete the second sentence so that it has a similar meaning to the first using the word in brackets. You must use between 2 and 5 words.**

1 I still have to finish my homework. (finished) — I _____ yet.
2 It started raining a minute ago. (just) — It _____ raining.
3 Do you still have to have breakfast? (yet) — Have you _____?
4 We've never seen a real whale before. (first) — This is the _____ a whale.
5 His other books are all better than this. (written) — This is the _____.
6 Lucy went to Bristol but she's back now. (has) — Lucy _____ to Bristol.

**6** **For each sentence choose A, B or C.**

| | | | | |
|---|---|---|---|---|
| 1 | ___ Bill anywhere? Roger's looking for him. | **A** have you seen | **B** did you see | **C** were you seeing |
| 2 | Tracy ___ to the dentist. Can you call later? | **A** went | **B** has been | **C** has gone |
| 3 | How many jobs ___ so far? | **A** have you got | **B** did you have | **C** have you had |
| 4 | I've ___ been to Canada twice this year. | **A** never | **B** just | **C** already |
| 5 | Grandpa ___ here 25 years before retiring. | **A** has worked | **B** worked | **C** did work |
| 6 | I ___ all my homework this afternoon. | **A** have done | **B** did | **C** made |



First = *suitable for* Cambridge English: First *exam preparation*

# Present perfect continuous or Present perfect simple

| PRESENT PERFECT CONTINUOUS | | |
|---|---|---|
| **Affirmative** | I've been working / They've been travelling / He's been reading / It's been snowing. | |
| **Negative** | You haven't been waiting / He hasn't been eating. | |
| **Interrogative** | Have you been sleeping? / Has she been writing? | |
| **Short answers** | Yes, I / you / we / they have.<br>Yes, he / she / it has. | No, I / you / we / they haven't.<br>No, he / she / it hasn't. |

## USAGE AND EXAMPLES

- The **Present perfect continuous** is used for actions or events that started in the past and are still continuing in the present.
- In sentences containing a **duration form** you typically find the following key words: ***how long*** (in questions), ***since*** (+ starting point) and ***for*** (+ duration of the action). For longer duration there are expressions like **long**, **all day**, **all night**, etc.
  *How long **has it been** raining?*
  *My husband **has been working** all day.*
  *We**'ve been doing** Maths exercises for hours.*
  *Susie**'s been teaching** French since 2005.*
- The **Present perfect continuous** tense is also used when we focus on an action or event that **has just stopped but its signs are visible now** after lasting for some time; it also indicates that the **action has been intensive**. Study the examples:
  *Your eyes are red. **Have** you **been crying**?* (action going on for a while)
  *Where were you?! I**'ve been looking** for you everywhere!* (intensive action)
- This tense is **NOT** used in **negative sentences**, with **state verbs** (have, be, know, etc) or for **very long periods**. In these cases you use **Present perfect simple** with the same function:
  *I **haven't smoked** since I had pneumonia.* (because the action has NOT happened)
  *How long **have you known** Farrah?* (know is a state verb)
  *Lucy**'s lived** here all her life.* (she spent all her life here, it's not a temporary situation, she still lives here)
- However, when the action is only **negative in part** you can use the **continuous form**: study the examples:
  *Don't worry, I haven't been waiting **long**.* (I HAVE been waiting, but not for long)
  *Tom hasn't been eating **much** since you left.* (he HAS been eating but not much)

| PRESENT PERFECT CONTINUOUS or PRESENT PERFECT SIMPLE? | |
|---|---|
| *I**'ve been reading** this book all day.*<br>(focus on intensity and duration: how long) | *I**'ve read** 20 pages of this book today.*<br>(focus on result: how much or how often) |
| *He**'s been saving** money for a scooter.*<br>(focus on action in progress) | *He**'s saved** some money for the scooter.*<br>(focus on completed action) |
| *Why are you so wet? I**'ve been washing** the dog.*<br>(focus on the side effects of the action) | *I**'ve washed** the dog. It's clean now.*<br>(focus on result) |

## HOW LONG IS IT SINCE... / IT'S (BEEN)... SINCE

| | |
|---|---|
| *How long has it been snowing?* | ***How long is it since** it **started** snowing?* |
| *How long have you known Peter?* | ***How long is it since** you **(first) met** Peter?* |
| *We've had this car for 10 years.* | ***It's (been) 10 years since** we **bought / got** this car.* |

You **must** use *how long is it...?* when you ask about duration with negative verb forms. Study the examples:
***How long is it since** you **stopped** smoking?* **(not:** *How long haven't you smoked?***)**
***How long is it since** you **(last) went** to Paris?* **(not:** *How long haven't you been to... ?***)**

**1** **Build sentences using the Present perfect continuous and *since, for* or *how long.***

0 *Ann / sleep / 3 o'clock* — *Ann has been sleeping since 3 o'clock.*
1 Brad / learn Japanese / he went to Tokyo. _____
2 I / collect / beer cans / 5 years. _____
3 Dad / drive / this morning. _____
4 Yuja Wang / play the piano /she was 6. _____
5 They / work / for this company? _____
6 I / think about you / all day. _____

**2** **Underline the correct alternative.**

1 How long *have you lived / did you live* in Paris before moving to Italy?
2 She hasn't *been working / worked* since she had her baby.
3 I *have known / have been knowing* Greta for many years.
4 Has Bill been cooking *for / since* 8 am?
5 Tom *hasn't had / hasn't got* a job for 2 years.
6 How many films *have you been seeing / have you seen* this year?
7 Why *are you crying / have you been crying*? I'm not. *I've been cutting / I've cut* onions.
8 Max *has repaired / has been repairing* the antenna: the TV *has been working / is working* now.
9 Yumi *has loved / has been loving* Coldplay since she *has been / was* a child.
10 I *haven't watched / haven't been watching* TV *for / since* a week.

**3** **Write the correct tense of the verbs from the box below to complete the following sentences: choose between Present perfect simple and continuous.**

do hate hide run make (x2) meet repair talk wash

1 We _____ to each other since we fell out 10 years ago.
2 We _____ our neighbours twice this morning.
3 _____ the cat _____ under the sofa all night?
4 How many films _____ Woody Allen _____?
5 They arent friends: in fact they ____ each other since they first met.
6 Why are you so dirty? I _____ the car.
7 I'm out of breath because I _____.
8 What _____ Jack _____ since I last saw him?
9 You _____ a lot of mistakes in tests lately.
10 Dad _____ your bike. It's in the garage.

**4** **Put a tick (✓) next to the right sentences and a cross (✗) next to the wrong ones. Correct the mistakes.**

1 I haven't been listening to this CD for ages. ☐ _____
2 Has it rained? There are a lot of puddles. ☐ _____
3 The kids have been playing computer games all day. ☐ _____
4 I've been having lots of problems recently. ☐ _____
5 How long has it been cold? ☐ _____
6 Harry's been fond of jazz music since years. ☐ _____
7 I've been liking that girl since I met her. ☐ _____
8 Trevor has been reading half of his book. ☐ _____

**5** **First** **Complete the second sentence so that it has a similar meaning to the first using the word in brackets. You must use between 2 and 5 words.**

1 I started studying Mandarin ten years ago. (have) I _____ ten years.
2 When did you stop working there? (since) How long _____ stopped working there?
3 The last time I saw him was in 2001. (not) I have _____ 2001.
4 She got married a year ago . (has) She _____ a year.
5 I haven't had a cold for 2 years. (had) It's 2 years _____ a cold.
6 Emma's been working from home for a month. (started) It's a month _____ working from home.
7 When did you buy this car? (bought) How long is _____ this car?
8 When did Karla first meet Aidan? (long) How _____ Aidan?
9 I haven't played the guitar for ages. (stopped) It's been ages _____ the guitar.
10 I bought this computer in 2012. (have) I _____ 2012.

**6** 6 **Listen to the dialogue and complete the notes with the missing parts using the verbs in the box below in the correct Present Perfect tense and FOR or SINCE, when necessary.**

be grow change know live (x2) meet work

1 Dave and Rebecca _____ each other _____ primary school.
2 They _____ 25 years.
3 Rebecca _____ much.
4 Dave _____ a beard.
5 Rebecca _____ in Brighton all her life.
6 Rebecca _____ she had her second child.
7 Dave _____ in London _____ a year.
8 Dave _____ divorced _____ 2012.

**7** **Read the following biography and underline the correct alternative in brackets to complete it.**

Clinton 'Clint' Eastwood, Jr is an American actor, filmmaker, and politician. He (1) (has risen – rose – has been rising) to international fame with his roles in Sergio Leone's 'spaghetti westerns' and in the five films where he (2) (played – has played – has been playing) Harry Callaghan.
Besides working as an actor, Eastwood (3) (directed - has directed – has been directing) over 30 films, including westerns, action films, and dramas since 1971.
At the beginning of his career, Eastwood (4) (was – has been – was being) frustrated by many directors' habit to re-shoot the same scenes over and over again. When he began directing, he tried to avoid any aspects of directing he (5) (was considering - had considered – has been considering) useless as an actor. As a result, Eastwood (6) (is – was – has been) now renowned for his efficient film directing and ability to reduce filming time and to keep budgets under control.
Despite being associated with firearms in his movies, Eastwood (7) (is supporting – supported - has been supporting) gun control since the 1970s, when he (8) (claimed – has claimed – has been claiming) all guns should be registered.

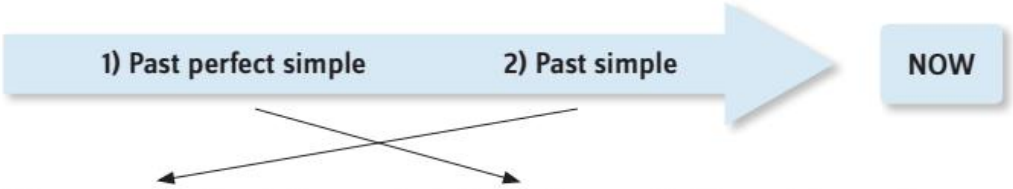
UNIT

# 6 Past perfect simple

| | | |
|---|---|---|
| **Affirmative** | **Regular verbs:** | I had worked / You had lived / She had attended / They had played. |
| | **Irregular verbs:** | I had been / You had spoken / He had written / We had run / They had had. |
| **Negative** | I hadn't studied / It hadn't rained / We hadn't stopped / You hadn't met / They hadn't put. | |
| **Interrogative** | Had I enjoyed / Had you known / Had she left / Had you read / Had they learnt ...? | |
| **Short answers** | Yes, I / you / he / she / it / we / you / they had.<br>No, I / you / he / she / it / we / you / they hadn't. | |

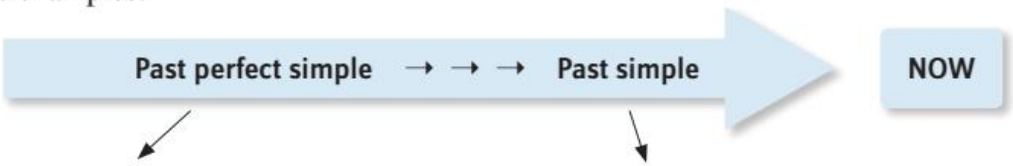
## USAGE AND EXAMPLES

- The Past Perfect Simple is normally used in sentences where the main tense is Past simple but we take a **flashback to something that happened before** that event. In this case, the order of the tenses in the sentence does not usually reflect the real order of the events.




*When we **got** to the station our train **had left**, so we had to wait for another one.*
(the train left BEFORE their arrival, but the information comes in the second part of the sentence)

- It also expresses **duration** of a past situation from a certain moment or a certain period of time **up to a more recent past moment**.
- It can also express **how many times something occurred before another past event**.
- In general it is the **past form of Present perfect simple** (have done → had done).
  Study the examples:




*We **had been** there **for** three hours when they **arrived**.*
*She **hadn't seen** Rob **since** his wedding when she **heard** from him again.*

- The Present perfect simple is often used with the expression *by the time*, which has a similar meaning to *when*.
  ***By the time** we arrived, the party **had started**.*

**1** **Put the verbs in brackets in the Past simple or Past perfect simple.**

1 We _____ (not / be) able to get in because we _____ (lose) the key.
2 Fortunately when I _____ (get) to the cinema the film _____ (not start) yet.
3 How long _____ (you / have) the car when you _____ (have) the accident?
4 We _____ (not / pass) the test because we _____ (not / study) enough.
5 That was the first time Sally _____ (see) him but she _____ (fall) in love with him immediately.
6 When they _____ (find) our luggage we _____ (be) in Paris for a week.

**2** **Write the Past simple or Past perfect simple of the verbs from the box to complete the following sentences.**

be (x2) come eat expect finish fail feel forget go have hear leave make meet marry order receive see spend try want

1 She ___ (already) 3 husbands when she ___ Jack.
2 When I _____ their postcard I _____ (not) from them for 20 years.
3 When we ___ to make a call the battery _____ flat because we _____ to recharge it.
4 We _____ both really hungry because we _____ (not) anything since breakfast, so we _____ some pizza.
5 Mum _____ really upset when I dropped the cake she _____: she _____ hours decorating it.
6 The film _____ (not) yet when we _____ the cinema.
7 I _____ (not) her for a long time so I _____ to recognise her when we _____ in the street.
8 I _____ to be a singer but when my dream _____ true I _____ (not) as excited as I _____.

**3** **Listen to the an extract from *Frankenstein* by Mary Shelley and complete it with the correct past tense of the verbs from the box.**

behold breathe continue cover fill create desire finish select work patter rush see seem be deprive

It was on a dreary night of November that I (1) ___ the accomplishment of my toils.[...] It was already one in the morning; the rain (2) ___ dismally against the panes, and my candle was nearly burnt out, when, by the glimmer of the half-extinguished light, I (3) ___ the dull yellow eye of the creature open; it (4) ___ hard, and a convulsive motion agitated its limbs. [...]
How can I describe my emotions at this catastrophe? [...] I (5) ___ his features as beautiful. Beautiful! - Great God! His yellow skin scarcely (6) ___ the work of muscles and arteries beneath; his hair (7) ___ of a lustrous black, and flowing; his teeth of a pearly whiteness; but these luxuriances only formed a more horrid contrast with his watery eyes, that (8) ___ almost of the same colour as the dun white sockets in which they were set, his shrivelled complexion and straight black lips.
I (9) ___ hard for nearly two years, for the sole purpose of infusing life into an inanimate body. For this I (10) ___ myself of rest and health. I (11) ___ it with an ardour that far exceeded moderation; but now that I (12) ___ [...] breathless horror and disgust (13) ___ my heart. Unable to endure the aspect of the being I (14) ___, I (15) ___ out of the room, (16) ___ a long time traversing my bed chamber, unable to compose my mind to sleep.

**4** **First** **Choose A, B, C or D to complete the sentences.**

I **1** ___ a very lucky person but the other day, while I **2** ___ back from school, I **3** ___ the earring I **4** ___ two months before. On the way back home it suddenly **5** ___ raining hard so I **6** ___ under a tree to find shelter because I **7** ___ my umbrella at school. While I **8** ___ for the rain to stop, I looked up and **9** ___ the earring dangling from a branch: I'll never know how it **10** ___ there!

| | | | | | |
|---|---|---|---|---|---|
| 1 | A was never | B was never being | C have never been | D didn't have been |
| 2 | A came | B was coming | C have come | D had come |
| 3 | A found | B was finding | C have found | D had found |
| 4 | A lost | B was losing | C have lost | D had lost |
| 5 | A started | B was starting | C has started | D had started |
| 6 | A rushed | B was rushing | C have rushed | D had rushed |
| 7 | A left | B was leaving | C have left | D had left |
| 8 | A waited | B was waiting | C have waited | D had waited |
| 9 | A saw | B was seeing | C have seen | D had seen |
| 10 | A ended | B was ending | C have ended | D had ended |

UNIT 7

# Past perfect continuous

| PAST PERFECT CONTINUOUS | | |
|---|---|---|
| **Affirmative** | **Negative *** | **Interrogative** |
| I / You / He / She / It / We / You / they had been working. | I / You / He / She / It / We / You / they hadn't been working. | Had I / you / he / she / it / we / you / they been working? |
| **Short answers** | Yes, I / you / he / she / it / we / you / they had.<br>No, I / you / he / she / it / we / you / they hadn't. | |
| * For fully negative sentences we normally use Past perfect simple (compare with the rules of present perfect simple – Duration form, Unit 5) | | |

## USAGE AND EXAMPLES

- The **Past perfect continuous** is the past of have been +ING form (see Unit 5) and it expresses the **duration of an action in the past**.
- It may also indicate that a **past action was carried out intensively or vigorously**.
- As with the other progressive tenses, the Past perfect continuous is **not used with state verbs** (opinion, preference, possession, etc)

| Present perfect continuous | Past perfect continuous |
|---|---|
| *She has been working here for three months.* (focus on action in progress now)<br>*I'm exhausted. I've been working hard.* (the visible sign of exhaustion is in the present) | *She **had been working** for three months when she won the lottery.* (action in progress at a given moment in the past)<br>*I was exhausted. **I'd been working** hard.* (the impact of the intense action was on a particular past situation) |

Compare the Past perfect continuous with the other past tenses:

| | |
|---|---|
| **Past perfect continuous** | *I **had been studying** in Rome for three years when I met him.* (focus on duration)<br>*I was tired because I **had been studying**.* (focus on intensive past action) |
| **Past simple** | *I **studied** in Rome for 3 years.* (focus on past event as a finished action) |
| **Past continuous** | *I **was studying** in Rome when I met Edward.* (focus on the past action in progress) |
| **Past perfect simple** | *I could speak Italian because I **had studied** in Rome.(focus on an action that happened before another past action)* |

**1** **Match the two parts of the sentence and build the second part using the Past perfect continuous + *since* or *for* when necessary.**

| | | | |
|---|---|---|---|
| 0 | [d] I was exhausted because *I had been walking all day.* | a | he / feel sleepy / the morning. |
| 1 | [ ] Susie won the lottery after _____ | b | she / work on radioactivity / years. |
| 2 | [ ] All the roofs where white: _____ | c | I / drive / three hours. |
| 3 | [ ] My eyes were red and swollen because _____ | d | I / walk / all day. |
| 4 | [ ] When Marie Curie discovered radium _____ | e | it / snow / all night. |
| 5 | [ ] When I stopped _____ | f | she / buy tickets / 25 years. |
| 6 | [ ] He went straight to bed because _____ | g | I / cry |

**2** **Fill in the blanks with the verbs from the box in the correct tense choosing between Past perfect simple, Past perfect continuous, Past simple and Past continuous.**

be (x2) break bring finish go have (x2) run begin wait work

1 Jane _____ a headache because she _____ on her computer all day.
2 I _____ that car for 15 years before it _____ down.
3 How long _____ you _____ when the bus arrived?
4 When I met George I _____ divorced for 3 years.
5 I was out of breath because I _____.
6 By the time we arrived, the film _____ already _____.
7 Although I _____ a lot of clothes I had to buy a coat because it _____ freezing cold.
8 We _____ out after we _____ our homework.

**3** **First** **Choose A, B, C or D to complete the sentences.**

Dear Emma,
Last night the Muse concert in Milan 0 A great, but I'm really furious with Jack. I (1) ___ to meet him at the station early yesterday morning because we (2) ___ to travel four hours to get to Milan. I (3) ___ to get tickets for that gig for months, and I didn't want to miss it. By the time I finally (4) ___ to leave without him I (5) ___ him over fifteen messages and I (6) ___ for almost two hours. Besides, I (7) ___ to meet my cousin from Milan in front of the stadium where the concert was held. When I (8) ___ to the theatre, my cousin (9) ___ already ___ up the tickets and he (10) ___ for us near the entrance. He was cross because he (11) ___ for more than an hour.
You know I love Jack and he's like a brother to me, but this time I'm really angry. He (12) ___ me all day but I don't want to speak to him for the time being.

| | | | | |
|---|---|---|---|---|
| 0 | ~~A~~ was | B had been | C has been | D was being |
| 1 | A arranged | B had arranged | C was arranging | D had been arranging |
| 2 | A needed | B had needed | C had been needing | D were needing |
| 3 | A tried | B was trying | C had been trying | D have tried |
| 4 | A decided | B had been deciding | C had decided | D was deciding |
| 5 | A texted | B had texted | C had been texting | D was texting |
| 6 | A was waiting | B waited | C have waited | D had been waiting |
| 7 | A was having | B had | C had had | D have had |
| 8 | A had got | B had been getting | C was getting | D got |
| 9 | A had been picking | B had picked | C has picked | D was picking |
| 10 | A was waiting | B had waited | C has waited | D waited |
| 11 | A waited | B has waited | C has been waiting | D had been waiting |
| 12 | A called | B was calling | C has been calling | D is calling |

**4** **Listen to the account of Robert Falcon Scott's two expeditions to Antarctica and say if these statements are True (T) or False (F). Correct the false ones.**

| | | T | F |
|---|---|---|---|
| 1 | Robert Scott was the first Antarctic explorer to reach the South Pole. | ☐ | ☐ |
| 2 | On the first expedition Scott and his crew had been travelling on a dog sled, when they had to give up because they were ill. | ☐ | ☐ |
| 3 | On his second expedition Scott travelled by ship and by dog sled. | ☐ | ☐ |
| 4 | When Scott arrived at the South Pole on January 18, he found Amundsen was there, too. | ☐ | ☐ |
| 5 | By February 17 several men had already died. | ☐ | ☐ |
| 6 | When Scott and the remaining crew set their last camp before dying, they had been travelling for 2 months. | ☐ | ☐ |

UNIT

# 8 Future tenses

| WILL | | |
|---|---|---|
| **Affirmative** | **Negative** | **Interrogative** |
| I'll go / She'll work. | You won't do / It won't rain. | Will they write / Will he have? |
| **Short answers** | Yes, I / you / he / she / it / we / they will.<br>No, I / you / he / she / it / we / they won't. | |

## USAGE AND EXAMPLES

- predictions about future events and future facts:
  *I **will be** 18 in 2017. I will be able to drive then.* *There **won't be** any petrol left in 2150.*
- promises or offers to do something
  *Don't worry, **I'll call** you soon.*
- when you ask someone to do something (requests)
  ***Will** you **close** the window please? I'm cold.*
- when you decide to do something now
  *This T-shirt is really nice. **I'll take** it.*
- when you think that something will happen, but you aren't 100% sure.
  (with expressions like **I (don't) think / I hope / I'm (not) sure / maybe / perhaps / probably**)
  *Maybe there **will be** a strike next week.* *I think **I'll go** for a walk this evening.*

**Note!**

In **TIME CLAUSES** and **IF CLAUSES** referring to the future we normally use Present simple: these clauses are typically introduced by ***when / as soon as / until / after / if / as long as / unless***.
Study the examples:
*I'll be able to go out **if** I finish my homework.*
*Will you call me as soon as you arrive?*

| BE GOING TO + BASE FORM | | |
|---|---|---|
| **Affirmative** | **Negative** | **Interrogative** |
| I'm going to jump / You're going to do / He's going to meet. | I'm not going to give / She isn't going to read. | Are you going to have..? / Is it going to snow...? |
| **Short answers** | Yes, I am / Yes, he is / Yes, they are.<br>No, I'm not / No, we aren't / Yes, it is. | |

- When you talk about things that will happen very soon, as a consequence of a present situation:
  *It's already 5pm and the meeting is at 5.15. We**'re going to be** late.*
  *This lesson is very boring. I**'m going to fall** asleep.*
- When you talk about your intentions for the future:
  ***I'm going to have** a long trip around the world one day.*

**Note!**

This tense isn't normally used with ***go*** or ***come***. You use the Present continuous instead.

## PRESENT SIMPLE

- The **Present simple** is used for the future when talking about scheduled events (trains, planes, shops, TV programmes, events, etc):
  *What time **does** the bank **open** tomorrow?* *The film **starts** at 7 this evening.*

## PRESENT CONTINUOUS

- The **Present continuous** is used when you talk about future arrangements and plans:
  *What **are** you **doing** tonight?*
  *I'**m leaving** for Liverpool next Sunday.*
  *Next summer we'**re going** to London.*
  *I'**m not going** out this weekend because I have to work.*

**1** **What are the 10 speakers doing? Match the sentences (1-10) to the correct functions (a-j).**

1 ☐ In 50 years' time there won't be any oil left.
2 ☐ Does the show finish at 11:30 tonight?
3 ☐ How old will you be in 2050?
4 ☐ If you don't understand, I'll explain it again.
5 ☐ Will you stop talking?
6 ☐ We're out of eggs. I'll go and get some.
7 ☐ Are you seeing Emma tonight?
8 ☐ There will probably be fewer cars in the future.
9 ☐ What are you going to do after university?
10 ☐ Mum's going to be angry. We're late again.

a asking about a future fact
b guessing probable future situations
c asking someone to do something
d talking about future intentions
e offering to do something for someone
f talking about a scheduled event
g predicting something will happen soon
h deciding to do something now
i talking about arrangements
j making future predictions

**2** **Underline the correct alternative.**

1 It's 0°C. It *will / 's going* to snow.
2 I'm so thirsty. *Will you make / Are you making* me some tea, please?
3 I'm going to *go / going* to the beach tomorrow.
4 When *will you be / are you being* able to deliver it?
5 I'm sure *it will rain / is raining* this afternoon.
6 I *have / 'm going to have* a party for my 18th birthday.
7 We won't pass the test unless we *will study / study* harder.
8 *Are you having / Do you have* lunch with Dad next Saturday?
9 I don't like these shoes. I*'ll throw / 'm throwing* them away.
10 Maybe we *will have / are having* to take the test again.
11 Our train *is leaving / leaves* at 5,45 pm.
12 We*'re taking / take* the 5,45 train to Brighton.

**3** **Write the correct future tense of the verbs in brackets (Present simple - Present continuous - *will* - *be going to*).**

1 They _____ (not / be) able to leave until their passport _____ (be) ready.
2 My sister _____ (be) 16 next summer: she _____ (give) a big party and she _____ (probably / invite) you, too.
3 Prices are going up so fast these days: it _____ (be) hard to live in the coming years.
4 I've got a temperature so I _____ (not / go) to school tomorrow.
5 I _____ (not / let) you go to tomorrow's concert if you _____ (do) that again.
6 The weather forecast says it _____ (snow) next weekend.
7 Oh no! We've broken Mum's favourite vase. What _____ (we / do) now?
8 I haven't cleaned the windows yet, but I _____ (do) that this afternoon.
9 When _____ (Jack and Sally / get) married? Next Saturday.
10 _____ (Carol / be) in town this Saturday? - Yes, I _____ (see) her in the afternoon. I think we _____ (go) for a drink at the pub near her office.

**4** 9 **Listen to the phone conversation between Farrah and Brenda and say if these statements are true (T) or false (F).**

| | | T | F |
|---|---|---|---|
| 1 | Farrah and Brenda are making arrangements to go to Brad and Lisa's barbecue party. | ☐ | ☐ |
| 2 | Perhaps Farrah won't be able to go the barbecue party. | ☐ | ☐ |
| 3 | Farrah agrees to meet Brenda in the afternoon. | ☐ | ☐ |
| 4 | Brenda has already planned to go shopping with somebody else. | ☐ | ☐ |
| 5 | Farrah and Brenda will have a pizza together after going shopping. | ☐ | ☐ |
| 6 | Farrah is going to Germany with Rob. | ☐ | ☐ |

**5** **Fill in the gaps with A, B or C.**

| | | A | B | C |
|---|---|---|---|---|
| 1 | They __ to Tokyo tomorrow morning. | are flying | fly | will fly |
| 2 | I offered him this job. I think he __ it. | takes | will take | is taking |
| 3 | I promise I __ your secret to anyone. | don't tell | 'm not telling | won't tell |
| 4 | Take your umbrella with you. It __. | will rain | rains | 's going to rain |
| 5 | Maybe they __ cards this evening. | are playing | will play | play |
| 6 | She __ till Thursday. | will probably stay | probably stays | is probably staying |

**6** **First** **Complete the second sentence so that it has a similar meaning to the first using the word in brackets. You must use between 2 and 5 words.**

| | | |
|---|---|---|
| 1 | What are your plans after dinner? (you) | What are _____ after dinner? |
| 2 | I expect the weather to change soon. (going) | The weather _____ soon. |
| 3 | Please, put them on the scales. (will) | ____ them on the scales, please? |
| 4 | What is the weather forecast for tomorrow? (be) | What is _____ like tomorrow? |
| 5 | My intention is to become a doctor. (be) | I'm _____ a doctor. |
| 6 | If he doesn't take some rest he won't get better. (unless) | He won't get better _____. |

**7** **Read Tracy's email to her friend and complete it with the suitable verbs from the box in the correct future tense (Present simple – Present continuous – *will* – *be going to*).**

arrive be be able drive call get (x2) have
have to last leave pick send sleep take off

Dear Paola,

How are you doing? I'm so excited that I (1) _____ to visit Italy at last! I've always wanted to see your country and I can hardly believe I (2) _____ tomorrow.
My plane (3) _____ at 7.30 so I (4) _____ set out really early. As Dad (5) _____ me to JFK Airport, I (6) _____ plenty of time before departure. The trip (7) _____ around 7 hours. It (8) _____ a bit boring but I (9) _____ probably _____ or listen to music during the flight.
I have one more thing to ask you before I leave: (10) _____ you _____ me up from the airport in Rome? Don't worry if you can't: if you (11) _____ me your address I (12) _____ a cab to your home. Ok, I hope you (13) _____ back to me before tomorrow. Anyway, I (14) _____ you as soon as I (15) _____ in Rome.
See you tomorrow!
Best wishes,
Tracy

# Future continuous; Future perfect

| | FUTURE CONTINUOUS * | FUTURE PERFECT |
|---|---|---|
| Affirmative | I'll be waiting. | We'll have arrived. |
| Negative | He won't be sleeping. | She won't have finished. |
| Interrogative | Will it be snowing? | Will they have graduated? |
| Short answers | Yes, I / you / he / she / it / we / you / they will.<br>No, I / you / he / she / it / we / you / they won't. | |

* Do **not** use this tense with **state verbs** → *I **will be** in Paris by this time tomorrow.* (not: *I will be being...*)

## USAGE AND EXAMPLES

- Both the Future continuous (will be doing) and the Future perfect (will have done) are used when **we project ourselves forward into the future**.




*By this time tomorrow **I will have passed** my exam and I **will be flying** to New York.*
(I am imagining my situation by this time tomorrow: the exam will be over and the action in progress will be flying to New York)

- These two tenses are often used with **future time expressions with *by*** (like *by the time, by then, by this/next time*)

## FUTURE CONTINUOUS

- The **Future continuous** refers to an action or event **in progress** at a certain moment **in the future**.
  *This time next Friday **we'll be lying** in the sun on a sandy beach in the Caribbean.*
- It is often used when talking about **events that will happen if everything goes as planned** or talking about **trains and planes arriving or leaving** from stations and airports:
  *I'**ll be going** to the swimming pool three times a week this semester, so I won't have much time for rugby.*
  *The 6,45 train for York **will be leaving** from Platform 6.*
- It can be used when **you guess that something is happening now**.
  *Don't call Ellen now: she'**ll be having** a shower.*
- It can also be used to ask about future plans, **in a polite, tactful way**.
  ***Will you be having dinner** with us tomorrow Mr Jameson?*

## FUTURE PERFECT

- The **Future perfect** refers to an action that **will already be over at a certain moment in the future**.
  *The book must be taken back by Thursday. - Don't worry: by then we'**ll have** already **returned** it.*
- The Future perfect simple is used when we talk about one's achievements at a certain moment in the future.
  *I hope I'**ll have finished** university by 2017.*
- We can also use this tense to guess what must already have happened now.
  *Let's call a taxi. Our bus **will have left** by now.*

## FUTURE IN THE PAST

- When we want to express the idea that **in the past you thought something would happen in the future** we usually use the modal verb ***would* + Base form**. The Future in the past follows the same basic rules as the Future Simple, but ***would*** is used instead of ***will***. Compare the examples:
  **Future simple:** *I'll be late for lunch.*
  **Future in the past:** *I knew I* ***would be*** *late for lunch.* (in the past I predicted something that would happen at a later moment).
  **Future simple:** *According to the weather forecast it'll rain tomorrow.*
  **Future in the past:** *According to the weather forecast it* ***would rain*** *the day after.* (describing wat was a prediction in the past)
- It is also possible to use other Future in the past forms like ***was/were going to*** or ***was/were about to.*** Study these examples:
  *It* ***was going to rain*** *when we decided to come back home.* (describing an imminent event at a given moment in the past)
  *I* ***was about to leave*** *but the phone rang.* (I was on the point of doing something soon afterwards)
- The Future in the past is often found in **reported speech** (see Unit 27 for more information)
  *He said he* ***would try*** *to get in touch as soon as possible.*

**1** **Match the two parts of the sentences.**

| | | | |
|---|---|---|---|
| 1 | ☐ | When he begins his new job, | a he'll be studying for his exam. |
| 2 | ☐ | By the time you get to the restaurant | b Terry'll have finished having lunch by now. |
| 3 | ☐ | Don't worry. This time next week | c will have been married for 50 years. |
| 4 | ☐ | Don't disturb him now: | d by the time you get back home. |
| 5 | ☐ | It's 2pm. | e everybody will still be sleeping. |
| 6 | ☐ | Next Sunday my parents | f he'll be earning enough to buy a Ferrari. |
| 7 | ☐ | The kids will be sleeping | g we'll have found a solution to the problem. |
| 8 | ☐ | It's still dark outside: | h they'll be having dinner. |

**2** **Look at the train timetable and complete the sentences with the Future continuous or the Future perfect.**

**DEPARTURES**

| Destination | Time | Platform |
|---|---|---|
| NEWCASTLE | 9:00 | 17 |
| SHEFFIELD | 9:45 | 6 |
| MANCHESTER | 9:58 | 15 |

**ARRIVALS**

| From | Time | Platform |
|---|---|---|
| LEEDS | 9:12 | 12 |
| GLASGOW | 10:05 | 7 |
| PRESTON | 10:12 | 9 |

0 The 9.00 train to Newcastle *will be leaving* from Platform 17.
1 The train to Newcastle _____ at 9.02.
2 At 9:12 the train from Leeds _____ at Platform 12.
3 The train to Sheffield _____ at 9:45.
4 The train to Manchester _____ when the Glasgow train is arriving.
5 The 10:05 train from Glasgow _____ at Platform 7.
6 The train from Preston _____ at Platform 9 at 10:15.

**3** 10 **Listen to the conversation between Cindy and Tracy and say if the following statements are true (T) or false (F).**

| | | T | F |
|---|---|---|---|
| 1 | Cindy will be doing her homework on Friday. | ☐ | ☐ |
| 2 | Tracy will be watching a movie on Friday after dinner. | ☐ | ☐ |
| 3 | Cindy will have finished working on her History test by Saturday afternoon. | ☐ | ☐ |
| 4 | Tracy and Mick will be having dinner close to the cinema. | ☐ | ☐ |
| 5 | Cindy will be leaving later than Tracy because she lives near the cinema. | ☐ | ☐ |
| 6 | Tracy and Mick will already be there when Cindy arrives. | ☐ | ☐ |

**4** **First** **Complete the second sentence so that it has a similar meaning to the first using the word in brackets. You must use between 2 and 5 words.**

| | | |
|---|---|---|
| 1 | I think I'll be on my way home by that time. (going) | I think I _____ by that time. |
| 2 | I'm sure the kids are doing something wrong. They're too quiet. (be) | The kids will _____ : they're too quiet. |
| 3 | 'I know I'll regret this one day' thought Tom. (knew) | Tom _____ that one day. |
| 4 | During the course we'll be learning how to breathe properly. (learnt) | After the course we _____ how to breathe properly. |
| 5 | I suppose Dave has already arrived in Sydney. (will) | Dave _____ arrived in Sydney now. |
| 6 | Mum brought a few sandwiches because she expected us to be hungry later. (would) | Mum brought a few sandwiches because she _____ be hungry later. |

**5** **Julia is going on a 3-day school trip. Look at the itinerary and complete the sentences with the correct future tense of the verbs from the box.**

be go have land leave listen travel visit

**Trip to Berlin**

**Tuesday**
7.00am departure from Madrid Airport
10.00am arrival in Berlin
afternoon: Pergamon Museum
evening: dinner at hotel

**Wednesday**
morning: Jewish Museum
lunch: Potsdamer Platz
afternoon: New National Gallery
evening: concert Berliner Philarmoniker

**Thursday**
morning: Berlin Wall and Checkpoint Charlie
lunch and early afternoon: Brandenburg Gate
7:00pm: flight back
10:00pm: arrival in Madrid

1 At 7.15 on Tuesday Julia ____just _____ from Madrid.
2 At 9.55 on Tuesday she _____ in Berlin.
3 On Wednesday evening she _____ 2 museums and an art gallery.
4 On Wednesday she _____ in Berlin for two days.
5 On Wednesday evening she _____ to classical music.
6 On Thursday she _____ lunch near the Brandenburg Gate.
7 At 9pm on Thursday she _____ for two hours.
8 At 10.15 pm on Thursday she _____ home from the airport.

**6** **Underline the correct Future in the past form.**

1 Why are you back already? I thought you *were about to / would* go to the swimming pool before dinner.
2 I *was going to / would* leave when he finally turned up.
3 It was really tiring. I didn't realise the fitness lesson *was about to / would* go on for an hour and a half.
4 Meg was determined: she *was going to / was about to* be a doctor and she *would / was about* to save hundreds of lives.
5 I *was about to / would* give my speech when a man at the back of the audience stood up.
6 We *were going to / would* start the lesson when the fire alarm went off.

UNIT 10

# Adjectives: position, order and formation with nouns

## POSITION OF ADJECTIVES

- Most adjectives can be used both in **attributive position** (before a noun) and in **predicative position** (after a verb).
  *I've got **blue** eyes (attributive) → My eyes are **blue** (predicative)*
- However, there are a few adjectives that can only – or mostly – be found either in attributive position (before nouns) or in predicative position (after verbs). Here is a list of the most frequent ones.

### Attributive position (before nouns)

***elder / eldest** brother, sister*
***live** animals*
***mere** idea, **mere** child*
*a **sick** boy*

- **compound adjectives** like: *red-haired, middle-aged, two-legged, man-eating, breath-taking, smoke-free*

### Predicative position (after verbs)

*My brother's **older** than me.*
*I feel **alive**.*
*They were **asleep**.*
*The boy was **ill**.*

- other adjectives like: ***awake**, **alone**, **afloat**.*

## ORDER OF ADJECTIVES

- When several adjectives come before a noun, the ones referring to **opinion** come first, then we use the adjectives for its **physical description**. After these come the adjectives that specify **origin**, **material** and **purpose** of the noun.
- There should be no more than 3-4 adjectives before a noun.
- Study the following scheme and examples.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|
| Determiner / numeral | opinion | Fact | | | | origin | material | purpose | NOUN |
| | | Size / length | Shape / weight | age | Colour / pattern | | | | |
| Her | lovely | | upturned | | | | | | nose |
| This | | short | | | black | | woollen | | skirt |
| The | pretty | | slim | | blonde | | | | woman |
| Our | | | | new | | Spanish | | | neighbours |
| Jackie's | | long | | | striped | | | | curtain |
| Three | | | | | | Indian | ivory | | figurines |
| A few | | | | ancient | | | gold | | coins |
| A pair of | cheap | | | | | | plastic | reading | glasses |

## EXAMPLES

*I've just seen your **wonderful little wooden** house by the lake.*
*She was wearing a **long black leather** coat and a hat.*
*In the locker there was a pair of **old grey football** boots.*
*Where's my **light blue silk** blouse, Mum?*
*The cat broke my **ancient blue and white Chinese** vase.*

## NOUNS AS ADJECTIVES

- You can often find **nouns used as adjectives** in attributive positions, which indicate the **purpose** of the noun they refer to. Some common examples are words like ***tennis** racket, **table** cloth, **car** keys, **garage** door*. When used as an adjective, **the noun is mostly singular** even though it has a plural meaning (example: ***shoe** shop* = a shop selling shoes).
- When you form **hyphenated adjectives containing nouns and numbers**, the **noun** in the compound word is **always singular**, as in a ***ten-dollar** note*, a ***4-year-old** boy*, a ***15-hour** flight*.

**1** **Underline the correct alternative.**

1 My son is *older / elder* than my daughter.
2 Tom is a very *alone / lonely* man: he doesn't have any friends.
3 Jeff has bought an *American / amazing* black sports car.
4 Cindy is such a(n) *alive / lively* girl.
5 Are those the *sick / ill* puppies that need a vet?
6 I really love your new *spotted / short* cotton dress.

**2** **Choose A, B or C to fill in the blanks with the correct order of adjectives.**

1 He was wearing a(n) ____ sweater.
A dirty old flannel
B flannel old dirty
C old dirty flannel
2 Maria is going to marry a ____ man.
A young French handsome
B handsome young French
C French handsome young
3 I saw a ____ film last night.
A new Korean moving
B moving new Korean
C Korean moving new
4 The keys are in a ____ box
A brown little cardboard
B cardboard brown little
C little brown cardboard
5 The men were sitting around a ____ table.
A glass square long
B square long glass
C long square glass
6 I need to buy a new ____ pan.
A frying large steel
B large steel frying
C steel large frying

**3** **Complete the definitions below with the correct hyphenated or noun adjective.**

1 A man that is 25 years old is a _____ man.
2 A boy with dark hair is a _____ boy.
3 An alligator that eats men is a _____ alligator.
4 A drink with no sugar is a _____ drink.
5 A book with 400 pages is a _____ book.
6 A memory that lasts long is a _____ memory.

**4** **First** **Complete the second sentence so that it has a similar meaning to the first using the word in brackets. You must use between 2 and 5 words.**

1 Her blonde hair is curly and long. (got) She's _____ hair.
2 The handsome man I spoke to had blue eyes. (a) I spoke to _____ man.
3 My best friends are both 18. (two) I've got _____ best friends.
4 My trip lasted three days. (on) I went _____ trip.
5 All my friends were asleep at two. (of) None _____ at two.
6 My dining table is two feet long. (have) I _____ table.

**5** **Listen to the definitions of 10 common compound adjectives and match them to their synonyms on the left.**

1 ☐ narrow-minded
2 ☐ high-spirited
3 ☐ well-educated
4 ☐ well-behaved
5 ☐ absent-minded
6 ☐ quick-witted
7 ☐ brightly-lit
8 ☐ strong-willed
9 ☐ densely-populated
10 ☐ out-dated

a polite
b careless
c old
d smart
e crowded
f intolerant
g illuminated
h cultured
i enthusiastic
j stubborn

UNIT

# 11 Adverbs: formation and position

## FORMATION OF ADVERBS

- Adverbs **are words that modify verbs**, **adjectives and clauses**, providing further information such as **frequency**, **manner**, **degree**, etc.
- Adverbs are often **formed by adding the suffix -LY to an adjective or less frequently to a noun**, with a few spelling alterations in some cases:

| ADJECTIVE | + *-ly* (changes) | ADVERB |
|---|---|---|
| *usual / surprising / unexpected / hour* | no alteration | *usually / surprisingly / unexpectedly / hourly* |
| *probable / simple / gentle / true* | -e is dropped | *probably / simply / gently / truly* |
| *happy / noisy / easy / shy* | -y → -ily | *happily / noisily / easily* / but: *shyly* (monosyllable) |
| *automatic / heroic / public* | -ic → -ically | *automatically / heroically* / but: *publicly* (exception) |

- When an adjective ends with ***-ly*** you must use the adverbial phrase ***in a* (adjective) *way / manner***: *friendly* → ***in a friendly way*** / *silly* → ***in a silly way***
- Some adverbs have the same structure as adjectives. The main ones are ***late, early, daily, hard, live, long, high, low, right, wrong, fast, close, wide***.
- In some cases these adverbs/adjectives may have other **same-rooted adverbs** with different meanings. Here are the most frequent pairs:

**late** → *Am I **late**?* (not on time)
**hard** → *I studied **hard** yesterday* (a lot)
**close** → *The school is quite **close*** (near)

**lately** → *I haven't seen him lately.* (recently)
**hardly** → *I hardly studied yesterday* (almost not)
**closely** → *Study this example closely* (in detail)

- There are 3 main positions for adverbs: **initial position** (at the beginning of a clause), **mid-position** (before or around the verb) and **end-position** (at the end of a clause).
- Several adverbs can be placed in more than one position, but **never put an adverb between the main verb and a direct object**.

## POSITION OF ADVERBS

**place** ***there, around, outside, nearby, somewhere, upwards, abroad***
→ *My brother often travels abroad.*
mostly at the end of the clause

**time** ***yesterday*, tomorrow*, now*, today*, later, yet, early, soon***
→ *I haven't met Jack **yet**, but I saw Alice **yesterday**.*
mostly at the end of the clause (* = beginning, too)

***already, just, still, ever***
→ *Have you **ever** seen him? No, I've **never** seen him.*
between auxiliary and the Past participle

**frequency** ***hardly ever, never, always, sometimes*, usually*, often****
→ *It **hardly ever** snows in winter here.*
→ *I **usually** go by bus, but **sometimes** I walk.*
before the main verb, after *be* or auxiliary and modal (* = beginning, too)

***occasionally, frequently, normally*** (end or before verb)
→ *I go to the opera **occasionally*** (or: *I **occasionally** go...*)
end of the clause or before the main verb

| | |
|---|---|
| **degree** | ***extremely, quite, very, really, so, slightly, almost, nearly, too**** <br>→ *It's **too** late, and I'm **quite** tired.* ('too' means 'excessively') <br>→ *I'm 18 years old, **too*** ('too' means 'also') <br>right before the adjective or adverb they modify. <br>* When too means 'also', it is placed at the end. <br>***enough*** (after adjective or adverb, before noun) <br>→ *You aren't tall **enough** to play basketball.* <br>→ *Have we got **enough** flour to make pizza?* <br>after adjective or adverb but before nouns. |
| **certainty** | ***surely, of course, probably*, maybe, perhaps*** <br>→ ***Perhaps** there will be a strike on Monday.* <br>→ *I'll **probably** leave tomorrow.* (or: *Probably I'll leave...*) <br>→ ***Surely** you can speak English.* <br>mostly at the beginning (* = before main verb, too) |
| **viewpoint and comment** | ***obviously, unfortunately, luckily, personally, clearly*** <br>→ ***Obviously**, my brother was late.* <br>→ *He was **clearly** embarrassed.* <br>→ *Dogs are **definitely** my favourite pets.* <br>Viewpoint adverbs are usually at the beginning with a comma, or before the main verb (or after *be*). |
| **manner** | ***well, fast, hard, badly, quickly, heavily, softly, loudly, fluently*** <br>→ *She can run **fast**.* (after intransitive verb) <br>→ *Walter speaks English **fluently**.* (after object) <br>→ *I did **well** in the test.* (after verb, before preposition) <br>These adverbs are mostly placed at the end of a clause, after the object or after intransive verbs. <br>***happily, gently, quickly, angrily, quietly, selfishly, generously*** <br>→ *He closed the door **gently**.* <br>→ *He **gently** closed the door.* (more formal) <br>These can either go at the end of the clause but also before the main verb.** <br>**When the clause with the adverb is followed by another short clause the position of the adverb may slightly change the meaning of the sentence. Compare these sentences: <br>→ *I quietly asked him to leave.* (quietly refers to asking, more formal) <br>→ *I asked him quietly to leave.* (quietly refers to asking) <br>→ *I asked him to leave quietly.* (quietly refers to leaving) |

**Note!**
**Adverbial phrases with *so / very / really / quite / rather* + adverb** are usually placed at the **end of the clause**.
→ *I don't go to the theatre **very often**.*

**1** **Write the adverb or adverbial phrase from the adjectives and nouns below.**

| | | | | | |
|---|---|---|---|---|---|
| 1 | full | _____ | 7 | subtle | _____ |
| 2 | particular | _____ | 8 | sudden | _____ |
| 3 | practical | _____ | 9 | busy | _____ |
| 4 | early | _____ | 10 | hour | _____ |
| 5 | lonely | _____ | 11 | month | _____ |
| 6 | dry | _____ | 12 | organic | _____ |

**2** **Underline the adjective / adverb / adverbial phrase to complete the following sentences.**

1 Anine has a very *soft / softly* voice.
2 Your daughter dances *lovely / in a lovely manner*.
3 They didn't answer very *polite / politely*.
4 They came back home quite *late / lately*.
5 I'm *slight / slightly* taller than you.
6 You're driving *too fast / fastly*: slow down.
7 I can *hard / hardly* see anything.
8 The girl ran towards her father *happy / happily*.
9 Sam is *near / nearly* there.
10 He's a *particular / particularly* clever boy.

**3** **Look at the sentences and put a tick (✓) where the adverbs in brackets must be placed.**

I ☐ do ☐ my homework in the afternoon ☐. (rarely)
1 You ☐ speak ☐ English ☐. (very well)
2 The teacher took ☐ all the children ☐ (outside).
3 He ☐ has ☐ been to Korea ☐ twice. (already)
4 I've ☐ finished ☐ the book ☐. (almost)
5 There aren't ☐ eggs ☐: we must buy a few ☐. (enough)

**4** **Say if the adverbs in italics refer to time (T), frequency (F), viewpoint (V) or manner (M).**

| | | T | F | V | M |
|---|---|---|---|---|---|
| 1 | This train is *hardly ever* on time. | ☐ | ☐ | ☐ | ☐ |
| 2 | *Actually*, I can't swim. | ☐ | ☐ | ☐ | ☐ |
| 3 | Don't worry. We'll be back *soon*. | ☐ | ☐ | ☐ | ☐ |
| 4 | The kittens ate all the fish *greedily*. | ☐ | ☐ | ☐ | ☐ |
| 5 | I go to the theatre *occasionally*. | ☐ | ☐ | ☐ | ☐ |
| 6 | He *surely* tried to get a discount. | ☐ | ☐ | ☐ | ☐ |
| 7 | My German aunt *seldom* comes to the USA. | ☐ | ☐ | ☐ | ☐ |
| 8 | *Today* it's a bit windy. | ☐ | ☐ | ☐ | ☐ |
| 9 | *Stupidly*, I left my umbrella at home. | ☐ | ☐ | ☐ | ☐ |
| 10 | I'll think about it *tomorrow*. | ☐ | ☐ | ☐ | ☐ |
| 11 | He *quickly* put the money in his pocket. | ☐ | ☐ | ☐ | ☐ |
| 12 | The kid waited for his mother *patiently*. | ☐ | ☐ | ☐ | ☐ |

**5** **First** **Choose A, B, C or D to complete these sentences.**

1 My children go out with their school friends __.
A quite rarely B hardly ever C seldom D never
2 I think this film is __ .
A boring enough B quite boring C almost boring D boring too
3 We can walk there. It's very __.
A closely B close C nearby D nearly
4 You didn't work __ to pass the test.
A so hard B hardly enough C so hardly D hard enough
5 You __ won't need this spare battery.
A maybe B of course C probably D already
6 Don't get me __. I quite like it.
A badly B bad C wrong D wrongly
7 Don't be afraid. You can speak __.
A freely B free C surely D clear
8 I __ met her parents.
A still haven't B haven't still C yet haven't D haven't yet

**6** 12 **First** **Listen to the 4 conversations and choose A, B or C to answer the questions below.**

1 Jenny hasn't seen much of Rob because
- A ☐ he's been working hard for his exams.
- B ☐ he's going to do other things for a while.
- C ☐ he's hardly studied anything for his exams.

2 The lady explains that
- A ☐ she has had a baby girl lately.
- B ☐ she had a baby girl late in her life.
- C ☐ she was always late when her daughter was a baby.

3 The man says that
- A ☐ he watched the whole tea making process carefully.
- B ☐ he was close to Mrs Watanabe as she demonstrated how to make tea.
- C ☐ the Japanese lady closed the ceremony by pouring some tea into the cups.

4 The two friends
- A ☐ will have to leave home soon.
- B ☐ will have to leave home early.
- C ☐ will have to leave home fast.

**7** **Study these sentences, which are both grammatically possible, and choose the one that has the most suitable position for the adverb.**

1 a ☐ He told me to get ready quickly because we were already late.
b ☐ He quickly told me to get ready because we were already late.

2 a ☐ I told him frankly that I was fed up with the job.
b ☐ Frankly, I told him that I was fed up with the job.

3 a ☐ She gently asked me to wake the baby up so as not to make her cry.
b ☐ She asked me to wake the baby up gently so as not to make her cry.

4 a ☐ Personally, I'd rather you spoke to him. It's a confidential thing.
b ☐ I'd rather you spoke to him personally. It's a confidential thing.

**8** **Look at the picture and complete its description with the correct adverbs from the box.**



cheerfully clearly just
loudly maybe perhaps
probably slightly

These boys and girls are (1) _____ students. (2) _____ they're going to school or (3) _____ they've (4) _____ finished their lessons and they're going home. They're all smiling (5) _____ so they're (6) _____ having fun. I think that the girl on the left, who is (7) _____ taller than the boy next to her, is laughing (8) _____.

UNIT 12

# Articles: *the* - *a/an* - Zero Article

## A / AN

This article is used to indicate **an unspecified thing or person**. It is **only** used before **singular, countable nouns**.

You use **A** before

- consonants and words starting with Y: *a dog – a hotel – a window – a yacht – a young man*
- words starting with U or E, when the sound is /iu:/: *a unit – a European country*

You use **AN** before

- vowels: *an arm – an umbrella – an elephant - an illness*
- unsounded H* : *an hour – an honourable man – an heir – an honest citizen*

**A/AN** is also used in **some phrases** when you talk about

- jobs: *I'm an architect – Are you an engineer? – He isn't a teacher.*
- some health problems: *I have a headache – a cold – a cough – a temperature*
- expressing wonder: *What a lovely dress! – what an incredibile holiday!*
- frequency: *once a week – twice a year – three times a month*

## ZERO ARTICLE

- You use no article before **uncountables** and **plural nouns** when you are talking about a category in general.
- You also use no article with **abstract nouns** (subjects, types of art, sport and activities) in general.

## THE

- This article is used for **definite things**, when you are talking about a **specific situation** or **something you have already mentioned**.
- You pronounce it [**ðiː**] before vowels.
- You can use it with **both countable and uncountable nouns**.

| Compare the following examples | |
|---|---|
| *I really like **dogs**.* (that kind of animal) | ***The dogs** are in the garden.* (I know which dogs) |
| ***Water** is 70% of a human body.* (the substance in general) | *Can you pass **the water**, please?* (the bottle of water on the table) |

| SPECIAL CASES | |
|---|---|
| When you talk about a **specific type of thing in general** but this is indicated by an **adjective**.<br>***20th-century art** is very interesting.* | When a noun is **followed by *of* or a relative clause** making it a **specific** thing or person.<br>***The art of the 20th century** is very interesting.* |
| **lakes:** *Lake Michingan*<br>**single mountains:** *Mount Everest*<br>**islands:** *Sardinia*<br>**countries (general):** *Great Britain - Holland - South Korea*<br>**languages:** *French*<br>**bridges, castles and churches:** *Tower Bridge*<br>**planets:** *Mars - Venus - Neptune*<br>**play sports:** *play football - play tennis*<br>**titles + names:** *Queen Elizabeth*<br>**places where you do specific activities:** *at / to school - church - work - in / to hospital - bed*<br>**adjectives + nouns in general:** *young people*<br>**numbered things:** *Room 12 - Chapter 4*<br>**Other nouns:** *Parliament and Congress, Man (in general, human being) - television - space - World War II* | **rivers, seas, oceans:** *The Seine - The Mediterranean*<br>**mountain ranges:** *the Alps*<br>**groups of islands:** *the Hebrides*<br>**plural countries or with words like Union, Republic, Kingdom:** *the UK - the Netherlands*<br>**peoples:** *the French*<br>**museums, cinemas, theatres, hotels:** *The Odeon*<br>**the Sun - the Moon - the Earth**<br>**play instruments:** *play the piano - play the violin*<br>**titles in general:** *the queen - the president*<br>**places in town:** *at / to the station - airport - butcher's the cinema*<br>**adjectives meaning categories of people:** *the young*<br>**with ordinal numbers:** *the first chapter*<br>**other nouns:** *The English Parliament - the environment - the sky - the sea - the air - the cinema - the radio - the theatre - the Addams - the Second World War* |

**1** **Underline the correct words in each sentence.**

1 My daughters go to *a / the* gym once *a / the* week.
2 The washing machine is *a / an / the* useful appliance.
3 This is the story of *an / a / the* young man who marries *a / an / the* witch.
4 Have you seen *a / the* new neighbour yet? Yes, she's *a / the* very nice lady.
5 My sister is *a / the* doctor: she works in *a / the* hospital where she was born.
6 When you have *a / the* headache and *a / the* temperature, you usually have *a / the* flu.
7 Can you clean *a / the* living room? You left *a / the* terrible mess in there.
8 What *a / the* great coincidence: we were born on *a / the* same day!

**2** 13 **Read the following titles of plays and films and underline the articles that are pronounced [ðiː]. Then listen to the recording to check your answers.**

1 'The Phantom of the Opera'
2 'Gone with the Wind'
3 'The Heiress'
4 'The Young Victoria'
5 'The Usual Suspects'
6 'The Elephant Man'
7 'The Addams Family'
8 'The Taming of the Shrew'

**3** **Write THE or X (= nothing) in the spaces.**

1 ___ cars in that garage belong to ___ girls who live next door.
2 Do you like ___ French movies?
3 Move ___ books off ___ chair and sit down.
4 ___ whale is the biggest sea mammal living on ___ earth.
5 For tonight's party we need ___ beer, ___ coke, and ___water.
6 Where's ___wine I bought yesterday?
7 My favourite food is ___Parmesan cheese.
8 Men and ___women have similar abilities and needs.
9 Do you play ___rugby?
10 He has a large bowl of milk and cornflakes for ___ breakfast.
11 I've got to go to ___university tomorrow.
12 I prefer ___ cinema to ___ theatre, but I usually watch ___ films on ___ TV.
13 Are you reading ___ newspaper?
14 I like to stay at ___ cheap hotels but I stayed at ___ Sheraton when I travelled to ___ China.
15 ___ plane crashed above __ Rocky Mountains.
16 Man's greatest discovery is ___ chocolate.
17 I really hate ___ horror films.
18 ___ literature of ___ 20th century is more interesting than ___ Victorian literature.

**4** **First** **Complete the second sentence so that it has a similar meaning to the first using the word in brackets. You must use between 2 and 5 words.**

1 Have you met Mr and Mrs Simpson? (the Simpsons)
Have you met _____?
2 Jack's really fond of English History. (England)
Jack really loves _____.
3 The French are really proud of their language. (people)
_____ of their language.
4 I like the kitten in picture 3. (the)
I like the kitten in _____.
5 Tigers are in danger of extinction. (is)
_____ endangered species.
6 The young are often accused of exaggerating their troubles (people)
_____ often accused of exaggerating their troubles.
7 My grandfather was killed during World War I. (the)
My grandfather was killed _____.
8 She gave me some useful advice. (suggestion)
She gave me _____.

UNIT 13

# Quantifiers

Quantifiers are words that we use to determine the amount of something or a number of things expressed by a noun.
Some quantifiers can only go with **countable nouns** (books, children, apples), whereas other quantifiers are only used with **uncountable nouns** (milk, strength, money). There is also a third group which can be used with **both types of noun**.

| | | |
|---|---|---|
| **Scarcity or a small quantity** | • **no / not any** + plural countable and uncountable<br>• **none of** + plural countable and uncountable ( = not any)<br>• **hardly any** + plural countable and uncountable ( = almost no / none)<br>• **very few / just a few** + plural countable (= hardly any)<br>• **few** + plural countable (= not many)<br>• **too few** + plural countable<br>• **very little / just a little** + uncountable (hardly any)<br>• **little** + uncountable (= not much)<br>• **just a bit (of)** + uncountable (more colloquial)<br>• **too little** + countable | *I have **no** free time this week.* OR: *I **don't** have **any** free time this week.*<br>***None of** my friends is coming to Brussels with me. (= no friends)*<br>*There are **very few** things I care about.* OR: *there are **just a few** things I care about.*<br>***Few** people can speak Gaelic. (*OR: *not many people can speak Gaelic)*<br>*There's **just a little** time left. (*OR: *There is **hardly any** time left)*<br>*I've got **too little** patience. (*OR: *I haven't got enough patience)*<br>*We need **just a bit of** luck.* |
| **An unknown quantity** | • **some** (in affirmative sentences and with offers and requests) / **any** (in questions) + plural countable and uncountable<br>• **a few** + plural countable<br>• **a number of / several** + plural countable<br>• **a little** + uncountable<br>• **enough** + plural countable and uncountable (a sufficient quantity) | *We need **some** eggs and **some** flour.* OR: *We need **a few** eggs and **a little** flour)*<br>*There are **a number of** reasons for this.* OR: *There are **several** reasons for this.*<br>*Put **a little** salt in the soup.* OR: *Put **some** salt in the soup.*<br>*You don't eat **enough** vegetables. / I don't want to buy more coffee: I have enough.* |
| **A large quantity** | • **a lot of / lots of / plenty of / loads of** (colloquial) + plural countable and uncountable<br>• **many** + plural countable (mostly in negative and interrogative sentences)<br>• **too many** + plural countable (= more than many)<br>• **most** + plural countable and uncountable (= the majority of)<br>• most of is used when it is followed by a pronoun, possessive, demonstrative, etc<br>• **a great deal of** + uncountable (= a lot of)<br>• **much** + uncountable (only in negative and interrogative sentences)<br>• **too much** + uncountable (= more than much) | *Now that I'm retired I have **plenty of** free time.*<br>***Most** people like chocolate. / Most of my relatives live in Taiwan.*<br>*You need **a great deal of** patience to be a teacher.*<br>*I don't drink **much** water, because I'm never thirsty. (*OR: *I drink little water...)* |

## OTHER EXPRESSIONS OF QUANTITY

- When we talk about two things we use **both (of)**, **either (of)**, **neither (of)**. The preposition ***of*** is used only when the noun is preceded by THE, demonstratives and possessives:
  **both (of)** (= the two of them) → *The purple one is lovely but I quite like **both** colours.*
  **neither (of)** (not any of two) → ***Neither of** my twin sisters is blonde.*
  **either (of)** (=one or the other) → *Would you like pizza or lasagna? **Either**.*
- Either can also be used in negative sentences to mean neither:
  *I saw both these films but I did**n't** like **either*** (= I liked neither)

When we want to express the **totality of something** we use **all**, **every + compounds with every**, **each** and **whole**, but there are differences in the usage of these quantifiers.

- **All (of)** (+ plural countable or uncountable) is used as an adjective or as a pronoun as follows:
  the totality of or as → ***All (of) my friends** love wind-surfing. **All of them** hate football.*
  everything / the only thing that → ***All** I want is food. I'm starving!* (in this case it must be followed by a sentence specifying it, not alone: you say: *'Is everything all right?' Is all all right?*)
- **Every** (+ singular countable) can be used to mean the same as all + plural. Compare these examples:
  *I've downloaded every track on this website OR: I've downloaded all the tracks on this website.*
- **Everything** is a pronoun referring to things, everybody and everyone refer to people:
  ***Everybody** helped to make the costumes for the show, so **everything** was ready by 7 pm.*
- **Each** (+ singular countable) can mostly be substituted by every, but it **stresses every single thing or person** in a group rather than the total amount as a whole.
  However when we talk about a small quantity, 'every' isn't normally used;
  you can only say **'each of'**, not 'every of' (but you can say 'every one of' if the number is bigger)
  *Each time I see this film I cry.* OR: *Every time I see this film I cry.* ('All the times' is possible, but more colloquial)
  *I know **each person** in this room personally.* (a limited number of people)
  ***Each of** my siblings has their own room.*
- **Whole** (+ singular countable) is normally **preceded by an article or a possessive** and it often means the same as 'all + singular countable'.
  *We spent **the whole day** at the shopping centre.* OR: *We spent all day at the shopping centre.*

**1** **Underline the correct quantifier in each sentence.**

1 Would you like *some / any* apple juice?
2 We don't have *much / many* homework to do.
3 There are usually *lots of / a few* books in a library.
4 I have *no / none* relatives living in my town.
5 Nobody with *a bit of / little* common sense would swim in a lake when there's a thunderstorm.
6 There isn't *some / enough* time to visit the Tate Gallery today.
7 There is *hardly any / a little* room in the fridge, so put the fruit on the table.
8 There are *plenty / several* mistakes in this test.

**2** **Are these sentences right (✓) or wrong (✗)? Correct the wrong ones.**

1 We do much sport to keep fit. ☐
2 Hardly any of my friends have a full time job. ☐
3 Can I have little water, please? ☐
4 There are many countries I'd like to visit. ☐
5 Do you want any milk in your tea? ☐
6 He doesn't have much patience to do a sudoku. ☐

**3** 14 **First** **Listen to a student comparing and contrasting two pictures and complete the following description with the quantifiers you hear.**

Are these homes like the ones in your country? Which of these two houses would you rather live in?
Well, (1) ___ these houses are really beautiful. Actually, I can't see (2) ___ differences between them: (3) ___ have pointed roofs, a wonderful garden with (4) ___ space and (5) ___ plants and trees around. I suppose (6) ___ them is in an Italian city, because (7) ___ people live in flats in my country and (8) ___ can afford to live in large houses, because we don't have (9) ___ space in towns. In the country it's a bit different, though... anyway, I think I would love to live in (10) ___ of these homes, but maybe I slightly prefer the one on the right, because the lawn in front of the house is larger.





**4** **Complete these sentences with *each, every, all* or *whole*.**

1 She had a large diamond on _____ of her earlobes.
2 Not _____ verbs are regular.
3 _____ citizen over 18 has the right to vote.
4 I didn't do _____ the exercises because I had no time.
5 I spent the _____ weekend doing the laundry.
6 _____ of the paintings in this room has something unusual in it.
7 _____ time we decide to play tennis it rains.
8 She spent her _____ life studying lions.

**5** **Look at the picture and the recipe for a cake. Complete the sentences with the missing parts.**



***Ingredients:***

*200 gr. butter*
*300 gr. flour*
*300 gr sugar*
*50 strawberries*
*5 eggs*
*1 tsp. baking powder*
*1 tsp. vanilla extract*
*1 lt. milk*

all both enough few little lot much neither none plenty some (x2)

There's (1) _____ of butter, but there aren't (2) _____ eggs so we have to buy a (3) _____. We've got (4) _____ flour and (5) _____ sugar, but we need a (6) _____ more of (7) _____. We also need to buy a (8) _____ of strawberries because we have (9) _____. We have milk, but not too (10) _____, so we have to buy that as well. We also need vanilla extract and baking powder because we have (11) _____. Well, I'll go and get (12) _____ the necessary ingredients.

**6** **First** **Complete the second sentence so that it has a similar meaning to the first using the word in brackets. You must use between 2 and 5 words.**

| | | |
|---|---|---|
| 1 | We spent all day at home last Sunday. (the) | We spent _____ at home last Sunday. |
| 2 | There is very little sugar in this pie. (any) | There's _____ in this pie. |
| 3 | All my relatives hate peanuts. (likes ) | _____ peanuts. |
| 4 | I didn't have many CDs in 1987. (used) | I _____ CDs in 1987. |
| 5 | Both my brothers work abroad. (of) | _____ in my country. |
| 6 | I looked for both, but I found neither one. (not) | I looked for both, but I _____ of them. |
| 7 | You can choose this seat or this one. (of) | You can choose _____ seats. |
| 8 | Emily Dickinson lived there all her life. (whole) | Emily Dickinson spent _____ there. |

**7** **First** **Choose A, B, C or D to complete the sentences below.**

| | | | | | |
|---|---|---|---|---|---|
| 1 | Don't worry, we have __ petrol in the tank. | A much | B plenty of | C a number of | D many |
| 2 | There were __ boys in the room: most were in the garden. | A a few | B very few | C any | D no |
| 3 | __ money was stolen from the bank. | A loads | B several | C much | D a great deal of |
| 4 | __ my friends live in Australia now. | A Most of | B None | C Neither of | D Few |
| 5 | You need __ effort to do this exercise: it's so easy. | A a few | B a little | C little | D a few |
| 6 | __ of my parents likes fruit. | A None of | B Either | C Neither | D Both |
| 7 | I couldn't find __ information on the website. | A much | B many | C no | D some |
| 8 | Put a drop in __ eye before sleeping. | A every | B each | C all | D both |
| 9 | They sent two passwords but __ works. | A either | B none | C hardly any | D neither |
| 10 | __ cloud has a silver lining. | A Every | B Each | C All | D most |
| 11 | __ people find this exercise impossible, but I don't. | A Much | B Most | C Every | D Any |
| 12 | __ of these museums has security staff. | A Every | B The whole | C Each | D All |
| 13 | We go to the same resort __ year. | A all | B most of | C all of | D each |
| 14 | __ time I go out with them I have fun. | A Every | B All | C The whole | D All of |

**8** **Complete the following English proverbs with the quantifiers from the box and match them to the correct explanation of their meaning.**

all both every few little much neither none too many whole

1 ☐ If the blind lead the blind, _____ shall fall into the ditch.
2 ☐ Politeness costs _____, but yields _____.
3 ☐ If you run after two hares, you will catch _____.
4 ☐ A friend to _____ is a friend to _____.
5 ☐ _____ cooks spoil the broth.
6 ☐ When children stand quiet, they have done _____ harm.
7 ☐ Give _____ man thy ear, but _____ thy voice.
8 ☐ One scabby sheep will mar a _____ flock.

a Silent children are are usually up to something.
b When a lot of people work on something they end up doing it badly.
c Being friends with everybody is impossible.
d When you can't decide between two things you'll lose both.
e If you can't do something do not teach someone else or neither will benefit from it.
f You'd better listen a lot and speak very little.
g Being polite is free, but it can help you gain a lot.
h One negative element may spoil all the good ones.

UNIT 14

# Comparatives and superlatives (1)

## COMPARATIVES

- Comparatives demonstrate **superiority, equality or inferiority of element over another**. They can affect adjectives, adverbs, quantities or actions expressed by verbs. If the second element is mentioned it is introduced by **THAN** (majority or minority) or **AS** (equality).

### Majority

| Adjective + -(E)R / -IER suffix (than) | MORE + adjective (than) |
|---|---|
| • **one-syllable adjectives:**<br>*tall → taller  slim → slimmer  nice → nicer*<br>• **adjectives ending with -y** take **-ier** (y → i):<br>*pretty → prettier  lovely → lovelier*<br>• **one-syllable adjectives with final -y:**<br>*dry → dryer - shy → shyer* (no change) | • adjectives of **2 or more syllables**:<br>*boring → **more** boring  tired → **more** tired*<br>• two-syllable adjectives with **final -ow, -er, -tle, -ple** may take both *-er* or *more*:<br>*shallow → shallower / **more** shallow*<br>*clever → cleverer / **more** clever* |

- **Adverbs** only take the form ***more* + adverb (than)**, regardless of the ending or length:
  *I did the exercise **more quickly than** usual.*
- With **fast, hard, early, late, long, close** however, the comparative is formed with the suffix **-(E)R**:
  *I did the exercise **faster than** usual.*
- **With nouns and verbs** the comparative is simply ***more* + noun** (than) or **verb + *more*** (than):
  *My dog eats **more** meat **than** fish. / I work **more than** I sleep.*

### Equality

- With **adjectives** and **adverbs** we use the structure is ***as* + adjective/adverb + *as***:
  *I'm studying **as hard as** I can.*
- In the negative form the first element can also be intruduced by **SO**:
  *Tom **isn't so** talkative **as** his sister.*
- With **nouns** and **verbs** you use the structure ***as (so) much + as***; when comparing **plural nouns** you must use ***as/so many + as***:
  *I don't sleep **as (so) much as** I should.*
  *We have **as many** CDs **as** DVDs.*

### Minority

- We use ***less (than)*** for all classes of words; when comparing plural nouns we use ***fewer (than)***.
  *Our train is **less** crowded **than** usual.*
  *He spoke **less** convincingly **than** the previous time.*
  *I drink **less** coffee **than** I used to.*
  *There were **fewer** cars **than** now.*
- Minority comparatives are not used frequently. We usually make this type of comparison using ***not as/so + as***:
  *I'm **not as** slim **as** you.* (= *I'm **less slim** than you*)

## SUPERLATIVES

- Superlatives compare **one element to all the other ones** in a category. They take either the suffix ***-est (iest)*** or the word ***most*** and they are **typically preceded by *the***. Study these examples:
  adjectives → *Tom is **the youngest** in his family, Carol is **the shyest**, I'm **the most outgoing**.*
  adverbs → *Rebecca studied **the hardest** in high school.*
- When we compare a superlative to the rest we use the prepositions ***in*** (a class or place) or ***of*** (a group): → *He's the cleverest boy **in** the class.* OR: *He's the cleverest **of** the students.*
- Superlatives with *the least* are not used very frequently: → *It's **the least** interesting film of all.*

### COMPARATIVES and SUPERLATIVES: SPECIAL FORMS

| | | | |
|---|---|---|---|
| good / well | better | the best | *Who is **the best singer of** the year?* |
| bad / badly | worse | the worst | *That's **the worst** book I've ever read.* |
| far | farther / further | the farthest / the furthest | *I don't want to go any **further** than this.*<br>*Is Sydney **the farthest** city you've been to?* |

**1** **Complete the sentences with the correct comparative of the adjectives or adverbs from the box. Use *than* when necessary.**

busy bad early far fluently heavy hard interesting popular softly well wide

1 Lead is _____ silver.
2 Rivers are _____ creeks.
3 He used to be lazy, but he works _____ now.
4 I usually get up at 7, but tomorrow I'll get up ___ .
5 Which one is _____: Australia or Japan?
6 We speak English _____ Spanish.
7 Unfortunately, I'm _____ at Science ___ her.
8 Sheila's _____ she used to be as a student.
9 I liked 'It' but I found 'Dolores Claiborne' _____.
10 Jeans have been _____ any other type of clothes for over 50 years.
11 Can you speak _____? The children are sleeping.
12 I'm sure my grandmother can cook _____ any chef that cooks weird dishes on TV.

**2** **Build the sentences with the comparative or the superlative form.**

1 Tokyo / crowded city / world? _____
2 In May /the climate / dry / in November. _____
3 Who / young: you / your brother? _____
4 Mona Lisa / popular painting / by Leonardo da Vinci. _____
5 It / exciting trip / I / ever / have. _____
6 Cindy / pretty / the other girls in the class. _____
7 Monday / bad day / week. _____
8 Which / hard subject / school? _____

**3** 15 **Listen to Grace and her mother Meg talking about what life used to be like in the past. Are these sentences right (✓) or wrong (✗)? Correct the wrong ones.**

1 When Meg was 16 it wasn't as easy to get in touch with people as it is now. ☐
2 Teenagers used to be freer than now and they could see their friends more often. ☐
3 Today's teens don't do as much sport as they did in the past. ☐
4 Grace thinks that being a teenager now is better than in the past. ☐
5 When Meg was 16 she didn't realise that those years were the best period in her life. ☐
6 Meg's generation of teens felt miserable because they had less pocket money so they didn't feel independent. ☐
7 Meg wasn't always so interested in what she studied at school. ☐
8 Unlike her classmates, Grace already knows what she's going to do when she leaves school. ☐

_____
_____

**4** **First** **Complete the second sentence so that it has a similar meaning to the first using the word in brackets. You must use between 2 and 5 words.**

1 There didn't use to be as many cars as now. (than)
There used _____ now.
2 Gwen didn't do the exercise as fast as me. (quickly)
I did _____ Gwen.
3 My room is noisier than yours. (not)
Your room is _____ mine.
4 My dog eats more than my cat. (as)
My cat doesn't eat _____ my dog.
5 He's one of the friendliest people I've met. (few)
There are _____ as him.
6 Randy's the shyest of my friends. (shy)
None of my friends _____ Randy.

UNIT

# 15 Comparatives and superlatives (2)

## MODIFIERS OF COMPARATIVES AND SUPERLATIVES

- We use **intensifiers or mitigators to emphasise or reduce the difference expressed by comparatives and superlatives**.

- ***a lot, a great deal, much, far*** are used to intensify the comparative.
  *I'm **much taller** than my sister.*
  *We had **a great deal more money** after we sold our car.*
  *I have **far less free** time now that I work.*
- ***far*** is preferable when **followed by 'less', 'fewer' or a plural noun. *Much* is not used with plural nouns**:
  *I have **much more** luggage than when I left.* (not: *I have much more suitcases...*)
  *There are **far fewer people** at the stadium today.*
- ***even*** is also used to **underline the different degree** expressed by the comparative.
  *The secondo Hunger Games film is **even better** than the first.*
- ***by far*** is used to **emphasise the difference** expressed by a superlative:
  *That was **by far the best holiday** I'd ever had.*
- ***slightly, a little, a bit*** are used to **reduce the difference** expressed by the comparative:
  *We'll start **a bit later** than usual, ok?*
  *I have **a little more patience** than I used to.*
  *He's feeling **slightly better** than yesterday.*
- ***not nearly as*** is used to **intensify a difference** expressed by **the comparative of equality**:
  *I'm **not nearly as clever as** you.* (= *You are much more clever than me*)
- ***just*** is used to **emphasise similarity before *as*** or ***like*** and means 'exactly like':
  *I think men talk **just as much as** women.* (exactly like)
  *I'd like to buy a bigger bag, **just like** the one I saw in the magazine.*
- ***nearly*** or ***almost*** are used to show that the qualities are similar but not the same:
  *I'm **almost as tall as** my dad now.* (or: *I'm nearly as tall as my dad now*)

## *MORE AND MORE... / LESS AND LESS...*

- When the comparative is repeated twice it means that **the difference expressed by the comparative is increasing**:
  *I'm more and more interested in oriental art.* (= I'm increasingly interested in it)
  *It was late June and days were getting **longer and longer**.*
  *Today's overprotective parents are making their kids **less and less capable** of facing problems.*
  *As winter approached there were **fewer and fewer flowers** in the garden.*

## *THE* + COMPARATIVE... *THE* + COMPARATIVE

- This structure is used when two changes are closely **connected by a cause-effect relationship**. The change may be **parallel** or **inversely related**:
  ***The more** you learn, **the** wiser you get.* (parallel improvement)
  ***The less** I work, **the less satisfied** I feel.* (parallel decrease)
  ***The less** I sleep, **the more irritable** I feel.* (inverse relationship)
- The verbs in this structure **are often omitted** if they can be understood by the context :
  ***The more slowly** you drive, **the fewer the chances** of an accident.*
  *I'm going to invite as many friends as possible. **The more, the better**.*

**1** **Underline the correct alternative in these sentences.**

1 Mt. Everest is *far / slightly* higher than Mont Blanc.
2 German is not *just / nearly* as popular as English.
3 I think we'd better leave *a bit earlier / more early*.
4 He's got a lot of sweets and I want *just / not nearly* as many!
5 The *less / fewer* homework, the more time we have for playing computer games.
6 Gold is *a great deal / slightly* more expensive than iron.
7 There are *much less / far fewer* people than there were last Saturday.
8 I haven't got *nearly as many / far much* problems as you.
9 Can we meet *a bit / a lot* later? I may hit the traffic on the way there.
10 The size of smartphones is getting *larger and larger / more and more large*.

**2** **Are these sentences right (✓) or wrong (✗)? Correct the wrong ones.**

1 ☐ The less you eat the more you'll get weak. _____
2 ☐ He's a great deal far better than me at Science. _____
3 ☐ There are nearly as many people as in Chicago. _____
4 ☐ The sooner we leave the earliest we'll get there. _____
5 ☐ He was by far the best genius of the world. _____
6 ☐ You must run more farther if you want to slim down. _____
7 ☐ He's just as much shy as his brother. _____
8 ☐ The less you train the worst you feel. _____

**3** 16 **Listen and complete the sentences you hear with the missing parts.**

1 I've been _____ my operation.
2 You _____ you used to.
3 This is _____ place in the world.
4 The _____ we'll get fit.
5 I really love tigers, but _____ _____ in future.
6 It's _____ think it is.
7 I _____ where he is.
8 _____ her daughter left for California.
9 _____ your skin will look.
10 I tried putting some _____ ____, so I had to throw it away.

**4** **First** **Complete the second sentence so that it has a similar meaning to the first using the word in brackets. You must use between 2 and 5 words.**

1 Josh and I are exactly the same height. (just) Josh is _____ me.
2 You become wiser with age. (are) The _____ wiser you get.
3 He isn't nearly as good as his sister. (much) He's _____ his sister.
4 The price of petrol is increasing. (and) Petrol is getting _____.
5 They were a lot younger than me. (oldest) I was _____ all.
6 Tracy is almost as talkative as Lisa (more) Lisa's a _____ Tracy.
7 Health is a lot more important than money. (nearly) Money is _____ health.
8 The number of blue whales is decreasing. (fewer) There are _____ whales.

**5** **Look at the information on these box office hits and complete the sentences with a suitable modifier choosing between *almost, by far, far, much, nearly, slightly*. The modifiers can be used more than once.**

| Film title | Director | Year | Budget | Running time |
|---|---|---|---|---|
| *2001: A Space Odyssey* | Stanley Kubrick | 1968 | About $ 10,500,000 | 160' |
| *The Shawshank Redemption* | Frank Darabont | 1994 | $ 25,000,000 | 142' |
| *The Big Lebowski* | Ethan & Joel Coen | 1998 | $ 15,000,000 | 117' |
| *Spiderman 3* | Sam Raimi | 2007 | $ 258,000,000 | 139' |
| *Interstellar* | Christopher Nolan | 2014 | $ 165,000,000 | 169' |

*'2001'* by Stanley Kubrick is (1) _____ the oldest of these films, and it was also (2) _____ cheaper to make than the others.
*Spiderman 3* is (3) _____ as long as *The Shawshank Redemption*, but neither of them is (4) _____ as long as *Interstellar*.
The budget needed to make *The Big Lebowski* was (5) ___ bigger than to the money spent on *2001*, if we compare these two films to *Spiderman*, which is (6) _____ the most expensive of all.
*The Big Lebowski* runs (7) ____ fewer minutes than all the other films.
Kubrick's *2001* is (8) _____ shorter than *Interstellar*.

**6** **Read the following extract from an article on herbal treatments of a common skin condition. For questions 1-16, type the word which best fits in each space. Use only one word in each space.**

Psoriasis is one of (0) *the* most widespread autoimmune conditions, in (1) _____ skin cells build up much (2) _____ quickly than usual on elbows, knees and other parts of the body. In western medicine, treatment is generally based (3) _____ the severity of the disease: the worse (4) _____ psoriasis, (5) _____ stronger the drug.
In herbal medicine, however, the severity is one factor, but broader details about each individual are (6) _____ more important. Herbalists look (7) _____ the whole health picture, focusing on details such (8) _____ the areas of the body that are affected, the age and lifestyle of the patient. This analysis helps determine (9) _____ Chinese medicine calls 'patterns of imbalance': treatment specifically targets each of (10 ) _____ patterns and usually has fewer side effects (11) _____ western medicine. There may be digestive discomfort or headaches, but even these mild symptoms don't usually last too long.
That said, 'herbal' and 'natural' don't always (12) _____ a treatment safe. Anything strong enough to heal you can also harm you (13) _____ taken incorrectly. Make sure your herbalist has experience treating psoriasis, and that they're committed to using Chinese herbs from a reputable pharmacy.
Ask about whether the herbs have (14) _____ tested not only for quality, but also for pesticide residues. Herb quality is (15) _____ far the most important factor and it's worth paying close attention to it. Remember that many herbalists - as well (16) _____ naturopaths, homeopaths, and even western doctors - are not experienced in treating the skin.

**7** 17 **First** **Listen to a candidate describing the two pictures below and choose A, B or C to answer the questions.**





1 The picture on the right
- A ☐ may have been taken in a Chinese city.
- B ☐ shows a museum in Hong Kong.
- C ☐ depicts a building in Beijing.

2 Asian countries
- A ☐ have always been financially relevant in the world.
- B ☐ have been attracting tourists since they started playing a major role in International business.
- C ☐ are regarded as fascinating places even in school textbooks.

3 The boy thinks that European travellers
- A ☐ usually choose the countries according to their budget.
- B ☐ might appreciate both destinations.
- C ☐ are often attracted to the unknown.

4 The boy concludes by saying that
- A ☐ European travellers usually prefer travelling around western countries.
- B ☐ he would be far less interested in a western destination.
- C ☐ if you choose an Asian country, you have probably travelled a lot more than the average tourist.

**8** **First** **Read the article on the ice-albedo feedback. 4 sentences have been removed from the text: choose from sentences A-E which one fits each gap. There is one extra sentence which is not needed.**

The term 'albedo' comes from the Latin word for 'whiteness' and it refers to the reflecting power of a surface, which increases according to its brightness. (1) ☐ For this reason ice caps, glaciers and sea ice have stronger albedo.
Ice-albedo feedback is a climate process where a change in an ice-covered area alters the reflecting power of a surface, reinforcing the initial alteration as follows. On the one hand, cooling tends to increase ice-covered surfaces and hence the albedo, reducing the amount of solar energy absorbed. (2) ☐ ; on the other hand, warming decreases ice cover and, consequently, its reflecting power. This process increases the amount of solar energy absorbed. (3) ☐ Finally, the effect also applies on the small scale to snow-covered surfaces. A small amount of snow that melts down exposes darker ground which absorbs more radiation, leading to more snowmelt. (4) ☐

- A The less solar energy is absorbed, the colder and brighter the surface will get.
- B The colder the temperature, the darker the ground.
- C Therefore, the whiter the surface, the stronger its reflecting power.
- D The more solar energy is absorbed the less snow there is because of heat.
- E This means that the less the ice cover, the stronger the warming of the area.

UNIT 16

# *So* and *such*; *How...*; *What a...*; *quite a...* for emphasis

- *So* and *such* are both used to mean **'very'** or **'really'** and **to emphasise a quality** or a thing in general:
  *He's **so lazy**!* Or *He's **such a lazy boy**!*
- They are also used to mean **'like that'** or **'like this'**:
  *I've never heard **such a great pianist** play Rachmaninoff's Second Concerto.*
- *How...*! and *What…*! are used for **exclamatory sentences to show surprise**:
  *Mary didn't invite us to her party. **How rude**!*
  ***What lovely weather**! Let's go for a walk.*

| SO | SUCH (A/AN*) |
|---|---|
| • *So* is an adverb and it is used **followed by an adjective** or **an adverb**:<br>*I was **so tired** that I fell asleep during the film.*<br>*Why are you driving **so fast**, Claire?*<br>• It is used before ***much, many, little, few*** to emphasise the quantity:<br>*There were **so many people** that we couldn't see the chairs.*<br>• It is used before ***long*** and ***far*** to emphasise length of time or distance:<br>*Why do we have to wait **so long**?*<br>*It's **so far** that we can only get there by plane.* | • *Such* is a determiner and it is **followed by a noun or an (adverb) adjective + noun**:<br>*They are **such liars**: nothing they say is true.*<br>*It was **such an incredibly unusual day**!*<br>• It is used before ***a lot***:<br>*There were **such a lot of people** that we couldn't see the chairs.*<br>• It is used before ***a long time*** and ***a long way*** to emphasise length of time or distance:<br>*Why do we have to wait **such a long time**?*<br>*It's **such a long way** that we can only get there by plane.* |
| **HOW** | **WHAT (A/AN*)** |
| • *How* is usually **followed by an adjective** or **an adverb**, or **by subject + verb**<br>***How you've grown**, Emma! **How tall** you are!* | • *What* is **followed by a noun** or **an adjective + noun**:<br>***What a boring film**! Let's watch another one.* |

- When an adverb like ***rather (a/an*)*** or ***quite (a/an*)*** is **followed by adjective + noun**, to emphasise the degree of the quality expressed by the adjective, the article *a/an* usually comes after them:
  *I had **quite an unusual holiday** last year.* (but: *My holiday was quite unusual*)
- *Quite* and *rather* can also be followed by a noun:
  *Popping bubble wrap is great fun but it's **rather a waste** of time.*
  *We made **quite an effort**, but it wasn't enough.*

* ***A/an*** is only used before a singular countable, not with a plural noun or an uncountable:
***What beautiful eyes** you have!* (with plural noun)
*We had **such bad weather** that our tomatoes are all still green.* (with uncountable noun)

**1** **Match the sentences (1-6) to the suitable idioms (a-f).**

| | | |
|---|---|---|
| 1 ☐ | We've been travelling for 13 hours now. | a What a drag! |
| 2 ☐ | I can't help yawning when I read this book. | b What a pity! |
| 3 ☐ | Oh, no! The dishwasher's broken down. | c It's such a bore! |
| 4 ☐ | I love salad, and if it's organic salad, | d so much so I wonder what teens did in the past. |
| 5 ☐ | Computer games opened a new world, | e so much the better. |
| 6 ☐ | We lost the match by one goal. | f So far, so good. |

**2** **Underline the correct alternative in each sentences.**

1 She writes *such / so* beautiful poems that some of them are often published in a magazine.
2 He was *such / so* nervous that he broke the pencil he was holding.
3 You're *such a / so* good guitarist. Why don't you join a band?
4 We were *so / such* surprised that we were at a loss for words.
5 He's *such a / so* good friend!
6 He has done *such / so* foolish things that he will get into serious trouble.
7 This hedge grows *such / so* fast that we have to trim it often.
8 They are *such / so* boring people that nobody every visits them for the second time.

**3** **First** **Choose A, B, C or D to complete the sentences.**

| | | | | | |
|---|---|---|---|---|---|
| 1 | _____ pretty house your friends have bought. | A What a | B How | C Such a | D So much a |
| 2 | Your daughter's ____ sweet... | A such | B how much | C so | D what a |
| 3 | It takes __ long time to become a doctor. | A such a | B so | C so much | D what a |
| 4 | I didn't know ___cruel he could be... | A what | B so | C such | D how |
| 5 | _____ gloomy that house was. | A How | B What | C Such | D So |
| 6 | _____ wonderful view you have from here! | A Such a | B So | C What a | D How |
| 7 | I didn't realise it was _____ late. | A such | B what | C so | D how |
| 8 | Don't listen to him. He talks ____nonsense. | A so | B such | C what | D how |

**4** **First** **Complete the second sentence so that it has a similar meaning to the first using the word in brackets. You must use between 2 and 5 words.**

| | | |
|---|---|---|
| 1 | Your sister's smile is so lovely! (a) | _____ your sister has! |
| 2 | I didn't know how good at singing you were. (singer) | I didn't know you were _____. |
| 3 | We're so far from home. (way) | We're _____ from home. |
| 4 | It was quite surprising to find Pat there. (surprise) | It was _____ to find Pat there. |
| 5 | The situation was really embarrassing. (an) | It was _____ situation. |
| 6 | Everybody found her so lively. (how) | Everybody noticed _____ was. |
| 7 | It was raining so heavily that we had to stop. (heavy) | There was _____ we had to stop. |
| 8 | What a pretty baby you have! (is) | Your _____ pretty! |

**5** 18 **Listen to what the woman says (a-f) and write the correct letter next to the sentences that refer to each statement you hear.**

| | | | |
|---|---|---|---|
| 1 | ☐ | It hurts so much. | a What an awkward situation. |
| 2 | ☐ | What a special feeling it was. | b I had such a good time with them. |
| 3 | ☐ | How funny it was. | c You have no idea how painful it is. |
| 4 | ☐ | They're so close to each other. | d There are so many of them. |
| 5 | ☐ | It's such a large amount! | e How thrilled I felt that day. |
| 6 | ☐ | I felt so ashamed. | f They're such good friends now. |

UNIT 17

# Modals (1): obligation

| MUST * | |
|---|---|
| • **Only in the present** tense (for present or future situations) or sometimes in reported speech<br>• for **orders** and general **obligation**<br>• in the negative form it expresses **prohibition** | *I **must improve** my pronunciation.*<br>*She said she **must go** to the dentist.*<br>*You **must do** the exercise without using a dictionary.*<br>*Passengers **must show** their boarding pass at all times.*<br>*Students **mustn't cheat** during tests.* |
| **HAVE TO **** | |
| • It can be used in **all tenses** expressing obligation or necessity.<br>• In Present simple questions it substitutes *must*. | *She's **never had to work**: she's rich.*<br>*Lisa **won't have to pay** to get in: she's under 12.*<br>***Does** Ed **have to get up** early?* (not 'Must Ed...') |

**MUST or HAVE TO**

- There is a slight difference between *must* and *have to* in the affirmative present tense. Must expresses an obligation that is also the speaker's will or an order. *Have to* is used when talking about duties.

| | |
|---|---|
| *I must win the game.* (I want to win the game)<br>*You must learn it.* (the teacher is giving an order) | *I have to learn it.* (I'm following somebody's orders) |

- In negative sentences *mustn't* means that it is not allowed to do something.
- *Don't / doesn't have to* means that it isn't necessary to do something. Compare the examples:

| | |
|---|---|
| *You mustn't eat the pudding: you're on a diet!* | *You don't have to eat the pudding if you don't like it.* |

* The question form of *must* is unusual. In questions you normally use *have to*.
** You can also use *have got to* but remember that in negative and interrogative forms *have* is used as an auxiliary (*Have you got to go now? / You haven't got to tell me everything*). *Got* is only used in the present tense.

| | | |
|---|---|---|
| **NEED (TO)** | I NEED / I DON'T NEED / DO I NEED + TO Inf. | *He **needs to train** harder if he wants to win next time.* |
| | NEED + -ING form | *These windows **need cleaning**. They're really dirty.* |
| | NEEDN'T + BASE form | *We **needn't do** it now, don't worry.*<br>(or: *We don't need*) |

- It is mostly used as an ordinary verb + *to* meaning that it's necessary for someone to do something. In this case it is a synonym of *have to*.
- When followed by the -ING form it means 'need to be done' and it usually refers to things.
- When used as a modal in the negative form *needn't* it means it isn't necessary to do something.

| | |
|---|---|
| **SHOULD** | *You **shouldn't go** to bed so late.*<br>*What **should I do** now? **Should I tell** Dad?* |
| **OUGHT TO** | *You **oughtn't to go** to bed so late.*<br>*I **ought to go** on a diet but I love eating.* |

- ***Should*** expresses a hypothetical obligation (*I should sleep more*) or criticism (*You shouldn't be so selfish*).
- ***Ought to*** means the same as *Should*, but it's used less frequently; it is hardly ever used in the question form and it is mostly substituted by 'should' (*Ought I to do this exercise?* → *Should I do this exercise?*)

There are other forms that express a **hypothetical duty and suggestions**. The main ones are:
***be supposed to do*** → *You **aren't supposed to bring** any drinks in the computer lab.* (or: *You shouldn't bring...*)
***had better do / not do*** → *You'd **better** go home. It's late.* (or: *You should go home...*)

| SHALL | *Where **shall I put** these boxes?*<br>***Shall we go** for a walk in the park? - Good idea.* |
|---|---|

- ***Shall*** I is used when offering to do something and it means 'do you want me to …' (*Shall I help you, Grandpa?*); it may also be used to ask for advice, just like 'SHOULD I' (*What shall I do now? Shall I tell Dad?*)
- ***Shall we*** is used as an alternative form for LET'S when you suggest doing something (*Shall we dance?*) or when you are organising some activity with somebody else (*Where shall we go on holiday?*)

**1** **What are the 8 speakers doing? Match the sentences (1-8) to the correct functions (a-h).**

1 ☐ Do you need a visa when you go to Korea?
2 ☐ The guests must leave the room before 10 am.
3 ☐ Shall I carry that suitcase for you, Grandma?
4 ☐ I don't know... Should I turn down the offer?
5 ☐ You should cut down on sugar to keep healthy.
6 ☐ My alarm clock needs repairing.
7 ☐ You don't have to be rich to be happy.
8 ☐ You mustn't interrupt when someone is speaking.

a offering to help someone
b saying that something must be done
c forbidding an annoying habit
d suggesting a change
e informing about a general rule
f asking what you have to do before a trip
g stating that something is unnecessary
h asking for somebody's advice

**2** **Underline the correct alternative.**

1 *Do you have to / Do you must* be fit to do this sport?
2 We *don't have to / mustn't* forget our IDs.
3 Kate *had to / must* go to university by train before getting her scooter.
4 Children *don't have to / mustn't* ski without a helmet.
5 My mother *doesn't have to / mustn't* wear glasses to read: she's near-sighted.
6 I'm afraid I *will have to / will must* take that exam again.
7 I sometimes envy my dog: he *doesn't have to / mustn't* work.
8 I hate to *have to / must* ask my parents for money.

**3** 19 **Listen to the recording: are these statements true (T) or false (F)? Correct the false ones.**

| | | T | F |
|---|---|---|---|
| 1 | You should learn security and baggage rules before flying for the first time. | ☐ | ☐ |
| 2 | You are supposed to keep your valuable things in the carry on luggage. | ☐ | ☐ |
| 3 | You don't need to go through the checkpoint area if you have banned items with you. | ☐ | ☐ |
| 4 | You ought to carry cutting instruments or sporting accessories in your carry on luggage. | ☐ | ☐ |
| 5 | Aerosols, gels and liquids must never be carried on the plane. | ☐ | ☐ |
| 6 | You'd better check the expiry date of your passport well in advance. | ☐ | ☐ |

**4** **Look at these signs and match them to the sentences below. Then complete the sentences with the modal verbs from the box.**

1 

2 


3 


4 


5 


6 


don't have to  had better  must  mustn't (x2)  shall

a ☐ You _____ pay for the third item.
b ☐ You _____ travel slower than 45 miles.
c ☐ You _____ put your money in a safe place.
d ☐ You _____ use mobile phones in this area.
e ☐ You _____ bring anything to eat here.
f ☐ Which way _____ I go?

**5** **First** **Choose A, B, C or D to complete the sentences.**

1 They __ be here by 10 but they haven't arrived yet.
2 I'll show you where I hid my money but you __ tell anyone.
3 Your window needs __: I can't even see if it's raining!
4 What __ I put in your sandwiches?
5 Simon __ be at work as early as me.
6 __ get you some wine, Sir? - No, thanks.
7 In my opinion you __ slim down: you already look great.
8 You may have problems but this __ happen if you plan ahead.
9 If you do what I suggest, you __ worry about it.
10 What __ to do? Sit back and relax?

| | | | | |
|---|---|---|---|---|
| 1 | A should | B were supposed to | C must | D need to |
| 2 | A needn't | B don't have to | C hadn't better | D mustn't |
| 3 | A washing | B to wash | C wash | D be washed |
| 4 | A must | B need | C have I to | D shall |
| 5 | A doesn't have to | B mustn't | C shouldn't | D needn't to |
| 6 | A Have I to | B Need I | C Must I | D Shall I |
| 7 | A don't need | B don't have to | C should | D are supposed to |
| 8 | A needn't | B hasn't to | C isn't supposed | D had better not |
| 9 | A won't must | B shouldn't | C won't be supposed to | D won't have to |
| 10 | A must I | B am I supposed | C should I | D shall I |

# Modals (2): permission, possibility and ability

| CAN | |
|---|---|
| • **only in the Present tense** (for present or future situations)<br>• to express **possibility, ability** or **permission** | *I **can't come** tomorrow.*<br>*Can they **play** the guitar? **No, they can't.***<br>*I **can** only **go out** with my friends on Saturdays.* |
| **COULD** | |
| • **Past simple** for general abilities<br>• **Conditionals** and **if clauses**<br>• present / future **possibilities** (only affirmative)*<br>• in questions for **polite requests** | *I **couldn't drive** a car when I was 12.*<br>*If I **could speak** French I **could work** in Paris.*<br>*I **could** never **live** in the country.*<br>*Our train **could be** late.* (or: *may / might be late*)<br>*Could you **repeat** that, please? **Could I ask** a question?* |
| **BE ABLE TO** | |
| • It can be used in **all tenses** expressing ability or possibility to do something. | *I've never been **able to** ride a scooter.*<br>*It's important **to be able to speak** at least 2 languages.*<br>*We'll **be able to leave**, if we find the train tickets.* |

## COULD or WAS / WERE ABLE TO

In **affirmative sentences**:

- *Could* is used for **general abilities or possibility** to do something in the past.
- *Was / were able to* is used for a **specific situation** in which it was possible to do something.

In **negative sentences** *couldn't* can be used **both for general abilities and specific situations**.

| | |
|---|---|
| *I **could sleep** late when I was younger* (in general).<br>*Mia **couldn't see** anything without her glasses.* | *I **was able to sleep** despite the storm last night* (single occasion).<br>*We **couldn't see*** (or: *weren't able to see*) *John yesterday: he was ill.* |

* When you are uncertain about a present or future event in the negative form you must use *may not / mightn't*.

**Example:** *I practised a lot, but I may not / mightn't win the race tomorrow.* (not *I couldn't*)

| | |
|---|---|
| **MAY** | *There **may be** life on other planets.*<br>*Dad **may not arrive** in time for dinner tomorrow.* |
| **MIGHT** | *We **might guess** the password, but it's almost impossible.*<br>*There **mightn't be** any oil in 10 years time.* |

- *May / might* are used when **talking about present / future possibilities**. They have a similar meaning, though 'might' emphasises uncertainty: *It **may rain** tomorrow. / I **might win** the lottery.* Both can be substituted by 'could', but only in affirmative sentences: It could rain tomorrow
- In questions you can only use *may i / may we* **to ask for permission in a polite way**: ***May I read** your newspaper, Sir?*
  The same function can be expressed with 'could' but not with 'might': *Could I read your newspaper?*

- Other forms that express **ability to do something** are:
  ***manage to*** → ***Did you manage to book*** *the table?* (or: *Were you able to book the table?*)
  ***succeed in + ing*** → *I hope* ***we'll succeed in finding*** *a nice gift for them.* (or: *we'll manage to / we'll be able to...*)
- Another form that is used to talk about **permission** is:
  ***be allowed to*** → *They* ***aren't allowed to drink*** *alcohol until they are 21.* (or: *they can't drink...*)
- When you want to talk about the **probability for something to happen** you can use:
  ***be likely / unlikely to*** → *It's* ***unlikely to rain*** *in this area.*
  *Wherever they went,* ***they were likely to make*** *friends with everybody.*

**1** **What are the 8 speakers doing? Match the sentences (1-8) to the correct function (a-h).**

1 ☐ Cats can see in the dark.
2 ☐ They couldn't speak after shouting two hours at the stadium.
3 ☐ She was allowed to stay up until 11.
4 ☐ May I borrow your pen?
5 ☐ You might at least say 'please'.
6 ☐ He may not be at home at the moment.
7 ☐ Students cannot text messages in class.
8 ☐ We're likely to win tomorrow's game.

a saying that something is forbidden
b asking for something politely
c describing a general ability
d complaining
e guessing something
f saying that something will probably happen
g talking about specific inability to do something
h talking about permission to do something

**2** **Underline the correct alternative.**

1 Last night we *couldn't / didn't succeed* to go to the cinema because it was raining heavily, but we *could / managed to* rent a DVD and we saw it at home.
2 I'd really love to *can / be able to* play a musical instrument so I *could / was able to* play music when I feel bored.
3 As a child I wasn't *allowed to / able to* watch TV at night: I *should / had to* go to bed after dinner.
4 *May / Might* I open the window, Mrs Evans? I'm afraid you *won't manage to / may not*: it's stuck.
5 There *mightn't / couldn't* be any tigers in 10 years' time. What *may /could* we do to protect them?
6 We aren't *likely to / allowed to* win the championship this year though we *may / are able to* win it next year.

**3** **First** **Choose A, B, C or D to complete the sentences.**

1 She ___ open the door so she rang the bell. A was able to B couldn't C may not D can't
2 The burglars ___ get in through the window. A could B succeed in C managed to D might
3 When is a tsunami more ___ happen? A likely to B able to C allowed to D manage to
4 ___ you sign here, Madam? A May B Might C Could D Are you able to
5 I've never ___ swim. A been able to B succeeded in C could D might
6 We eventually ___ convincing the teacher to put off the test. A managed to B could C may D succeeded in
7 It ___ be so cold tomorrow. A couldn't B mayn't C mightn't D can
8 You will ___ sleep if you relax before bedtime. A able to B succeeded in C can D manage to

**4** 20 **First** **You will hear a teacher talking about rules of Providence High School: listen carefully and complete the sentences with as many words as necessary.**

1 Students _____ be absent from a year course for over 10 times.
2 If a student exceeds the number of maximum absences he or (2) she will _____ recover them in the afternoon.
3 If students _____ complete the required recovery they will get a low mark.
4 Notes excusing the students' (4) absences _____ be presented within five days after their return to school.
5 Students _____ carry their electronic devices to school as long as they're turned off.
6 Students _____ to wear any accessory that may be used as a weapon.

**5** **Rewrite the sentences using the word in brackets.**

1 Perhaps there will be a train strike next Thursday. (might) _____
2 Did Rose manage to get a refund? (able) _____
3 They will probably be a bit late. (likely) _____
4 Will they let me get in? (allowed) _____
5 I doubt it will happen again. (unlikely) _____
6 He was able to lock the doors. (succeeded) _____
7 They don't let me drink alcohol. (allowed) _____
8 Maybe they're not home. (mightn't) _____
9 Will you be able to come? (manage) _____
10 He's a good singer. (can) _____

**6** 21 **Look at the pictures below and complete the description with the words from the box. Then listen and check.**

allowed can can't likely managed may might succeed



The picture on the left shows a woman and a child, who are (1) _____ to be a mother and her young son. She (2) _____ be telling him off for doing something he wasn't (3) _____ to do. The boy is sulking and has an angry look in his eyes, but he (4) _____ be sorry for what he did.

In the other picture I (5) _____ see another mother with her teenage boy. I think he has been working on a maths exercise but (6) _____ do it. Maybe he is feeling frustrated because he hasn't (7) _____ to solve it yet. His mother looks a bit annoyed: maybe she's telling him that he will never (8) _____ in doing it if he doesn't try solving it in another way.



UNIT 19

# Modals (3): deduction; compound forms

## MODAL VERBS EXPRESSING DEDUCTION

Modal verbs can be used to expressed **different degrees of certainty**. Here is a list starting from the maximum level and ending with the least level of certainty.

| | | |
|---|---|---|
| **MUST** | almost certain (90%) | *That **must be** Cheryl's car.* (I'm quite sure it is) |
| **SHOULD** | very likely (60%) | *That **should be** Cheryl's car.* (I think it is) |
| **COULD** | possible (50%) | *That **could / may be** Cheryl's car.* (I can't tell) |
| **MIGHT** | uncertain (40%) | *That **might be** Cheryl's car.* (I have no idea) |
| **MUST** | very uncertain (20%) | *That **may not be** Cheryl's car.* (I have no idea) |
| **MAY / MIGHT NOT** | impossible (10%) | *That **can't be** Cheryl's car. (I'm sure it isn't)* |

The same can be done with **modal verbs in the Past form**. The compound form of modal verbs is based on this typical structure: **MODAL + HAVE + PAST PARTICIPLE (PP)**

| | | |
|---|---|---|
| **MUST HAVE + PP** | almost certain | *The film **must have been** boring.* |
| **COULD HAVE + PP** | possible | *She **could have left** her phone at home.* |
| **MAY (not) HAVE + PP** | uncertain | *He **may have known** the killer.* |
| **MIGHT (not) HAVE + PP** | | *They **mightn't have recognised** us.* |
| **CAN'T HAVE + PP** | impossible | *I **can't have signed** this document.* |

## OTHER COMPOUND MODALS

| | | |
|---|---|---|
| **SHOULD (not) HAVE + PP** | Expressing regret about something that didn't happen in the past. | *We **shouldn't have wasted** so much money on that.* |
| **OUGHT TO HAVE + PP** | | *She **ought to have taken** that chance.* |
| **COULD HAVE + PP** | | *I **could have studied** harder.* |

## DON'T / DIDN'T NEED TO or NEEDN'T HAVE + PP

In the **Past tense** there is a little difference between these two forms. Compare the **examples**:

| | |
|---|---|
| *Ann told us **we didn't need to bring** any drinks* (we knew it wasn't necessary to do it). | *We **needn't have brought** the umbrellas: it was sunny all day* (but we didn't know that when we *left).* |

## OTHER FORMS EXPRESSING DUTY, OBLIGATION AND NECESSITY

- ***Be expected to*** is used when something is very likely to happen, we expect it to happen:
  *The storm **is expected to move** southward during the night.*
- ***Be obliged / compelled / forced to*** are used when an action is caused by something:
  *Because of the flood we **were forced to close** down.*
- ***Be bound to*** is used when something is destined to happen or will happen for sure:
  *It **was bound to happen** sooner or later. We should have known better.*
- ***Be due to*** it is used for things that are planned or expected to happen at a certain time or moment:
  *Our train is **due to arrive** at Glasgow Central at 12:12.*
- ***Be to*** is used as a short form for 'be going to' (especially in the news) or to give formal / impersonal instructions and orders about actions that must or mustn't be carried out:
  *The Pope **is to visit** the Philippines* (or: *...is going to visit ...*) .
  *The test papers **are to be** handed in by 9.30AM.* (or: *...must be handed in...*)
  *Guests **are to leave** the premises in a clean and tidy condition.* (or *must leave...*)
- ***Be meant to*** is similar to be bound to and is used when something is destined to happen
  *Laura **was meant to be** a mother: she's so patient and loving.*

**1** **What are the 8 speakers doing? Match the sentences (1-8) to the correct function (a-h).**

1 ☐ When is it due to snow in Birmingham?
2 ☐ You weren't expected to arrive so early!
3 ☐ I should have listened to her when she said I was wrong.
4 ☐ Tara mightn't have received our text message.
5 ☐ You can't be 50: you look so much younger.
6 ☐ We're bound to hear from that man again.
7 ☐ You needn't have brought any wine.
8 ☐ You must have a lot of spare time.

a making inferences about the past
b expressing regret
c making inferences about the present
d saying that something is impossible
e predicting that something will happen again
f expressing surprise
g asking when something is expected to happen
h explaining that something was not required

**2** **Underline the correct alternative.**

1 Jane passed the exam with an A: she *must study / must have studied* hard.
2 Let's call Mum: she *may be / may have been* worried.
3 I feel so miserable. I *mustn't / shouldn't* have said those horrible things to her.
4 You *can't / mightn't* have seen Rob in town: he's still in Japan.
5 It's been raining for two weeks but it *can't / might* be sunny next weekend.
6 Grandma's waiting for us! We *mustn't / mightn't* be late.
7 Don't blame me: you *may / could* have planned the trip more carefully.
8 That *must / could* be Greg's new car. His daughter's sitting in the back.
9 I *needn't have brought / didn't need to bring* my umbrella: it's sunny.
10 We *couldn't / may* not have enough time to finish the test.

**3** First **Read the email below and think of the word which best fits each gap. Use only one word for each gap.**

Hi Nicky,
I'm sorry I didn't write (0) *to* you before but I've (1) _____ to get everything ready for my trip to Dublin. My host mother said it may (2) _____ quite cold next week so I had (3) _____ pack three more woollen jumpers, a fleece and jackets in my suitcase. From the pics I've seen, the home where I'm staying (4) _____ be really nice. I'll just (5) _____ to travel 20 minutes to get to school every morning and the bus stop is right in front of the house. The only problem is they have a cat: I really love pets but I'm a bit allergic to cat hair. Maybe I (6) _____ have told the agency before...
Yesterday I got a special SIM card but I needn't (7) _____ bought it because my phone provider offers cheap top-ups for international calls. I was wondering what to bring my host family as a gift: (8) _____ I get them some Italian food or a bottle of wine? I hope you (9) _____ help me to make the right choice.
The agency told me that I won't be (10) _____ to stay out later than 10.00 because I'm still 16, but that's ok with me as I'm not used to going out at night. Well, I guess I have to go now. I'm leaving early tomorrow morning and my plane is due to arrive at Dublin airport at 9,45. I can't wait!
Best wishes,
Anna

**4** 22 First **You will hear 5 people talking about education. Choose from the list (A-H) what each speaker says. There are 3 extra letters you do not need to use.**

A I'm going to to study abroad after high school.
B A good teacher is expected to be a role model for her students.
C Teachers used to be stricter in the past.
D I shouldn't have stopped going to school.
E Today's kids are just the same as in the past.
F My teacher can't be English.
G I may not go straight to university.
H The first year at university might be very demanding.

Speaker 1 ☐ Speaker 2 ☐ Speaker 3 ☐ Speaker 4 ☐ Speaker 5 ☐

UNIT

# 20 Zero and first conditionals; time clauses

- **IF clauses** are sentences that present a **situation or condition that may lead to a result**:
  if clause (condition) → main clause (result)

**If** you mix blue and yellow → you get green.

- **The order** of these two clauses can be inverted:

We'll go for a swim in the lake ← **if** it doesn't rain tomorrow.

## ZERO CONDITIONAL

- If clauses **type 0** are used when we describe **a result occurring every time a particular condition takes place**. With these general facts, we use the following verb tenses:

| IF + Present simple (if clause) | Present simple (main clause) |
|---|---|
| *If I'm late* | *I usually go to work by car.* |
| *If there's a fire* | *you must call the police immediately.* |

## FIRST CONDITIONAL

- If clauses **type 1** refer to **a condition that will lead to a future result or consequence**:

| IF + Present simple (if clause) | *will / won't* - Base Form (main clause) |
|---|---|
| *If we are late* | *we'll have to call Mum.* |
| *If you don't train harder* | *you won't be able to win the race.* |

## OTHER CONDITIONAL CONJUNCTIONS AND PHRASES

- ***As long as*** underlines the condition as being mandatory (only if); more formal phrases with this meaning are ***provided / providing (that)*** and ***on condition (that)***:
  *You can borrow my bike **as long as** you bring it back by tomorrow.* (= only if you bring it back)
- ***In case*** is used to suggest that we do something when a certain situation occurs:
  *I'll bring my umbrella **in case** it rains.* (= if this happens)
- ***Unless*** means ***if not***, but you only use it when the result will be stopped by the condition. It is always **followed by an affirmative verb form**. Compare these examples:
  → *You won't pass the test **unless** you **study** harder.* OR: *You won't pass the test if you don't study harder.* (not studying will stop you from passing)
  → *I'll be surprised **if he doesn't** pass the test.* (not: unless he passes)

## FUTURE TIME CLAUSES

- **Time clauses** referring to the future take **Present Simple** just like first conditional clauses. The main time conjunctions are ***when – as soon as – until / till – before – after***:
  *Don't worry, I'll call you **as soon as** the plane **lands**.* (= right after landing)
  *Will you go to univerity **after** you* **finish** *school?* (or: … after you've finished...)

**Note!**

- Of course the two clauses **may be inverted**. In fact, **in questions they are ALWAYS inverted**, so always **look at the position of *if*, *when*, or other conditional conjunctions** to choose the right tense:
  *What **will** you **do** (if) you **don't find** the keys anywhere?*
  *We'll **go** for a walk (unless) it **rains**.*
- Remember that **you may also use an Imperative in the main clause** for situations in which you **suggest doing something**. Study these examples:
  *If you need any further information, **do not hesistate** to contact me.*
  ***Call** me when you have time, please.*

**1** **Underline the conditional and time conjunctions you find and match the two parts of the sentences.**

| | | |
|---|---|---|
| 1 ☐ | Passengers can't stand up | a call the doctor. |
| 2 ☐ | I won't go unless | b if we go to the restaurant on Saturday. |
| 3 ☐ | You mustn't go windsurfing if | c as you use them when you speak. |
| 4 ☐ | We'll have to book a table | d until the plane stops. |
| 5 ☐ | In case the temperature goes up | e you'll be moved to an advanced class. |
| 6 ☐ | You can learn phrasal verbs as long | f it's free. |
| 7 ☐ | The PC will load the application | g you aren't a good swimmer. |
| 8 ☐ | After you complete this course | h when you start the computer. |

**2** **Put the verb in brackets in the correct tense (affirmative, negative or interrogative form).**

1 How _____ (you / spend) your money if you _____ (win) the lottery?
2 _____ (disturb) your brother when he _____ (sleep), Dave.
3 If they _____ (get) a new contract they _____ (go) on strike.
4 You _____ (feel) better as soon as you _____ (drink) this herbal tea.
5 Unless he _____ (apologise) I _____ (talk) to him any longer.
6 The parrot _____ (bite) you as long as you _____ (touch) it.

**3** **First** **Complete the second sentence so that it has a similar meaning to the first using the word in brackets. You must use between 2 and 5 words.**

| | | |
|---|---|---|
| 1 | If you stop smoking you'll feel better. (unless) | You _____ you stop smoking. |
| 2 | I can't do it until I get back home. (able) | I _____ do it when I get home. |
| 3 | He won't come unless you invite him. (long) | He _____ you invite him. |
| 4 | Don't play with the knife or you'll get hurt. (if) | You _____ play with the knife. |
| 5 | Pat may feel thirsty so bring some water. (case) | Bring some water _____ thirsty. |
| 6 | I'll tell you when you can come. (until) | Do _____ you. |
| 7 | Eat your hamburger before it gets cold. (if) | Your hamburger will get _____ eat it. |
| 8 | I can't call you until I top up. (after) | I _____ I have topped up. |

**4** 23 **First** **You will hear 5 people talking about holidays. Choose from the list (A-H) what each speaker says. There are 3 extra letters you do not need to use.**

A When I stop working I'll consider living abroad.
B My parents will help me to pay for the flight.
C I'll extend my holiday as long as the weather is fine.
D When the weather is fine we'll move to an island.
E I run a BandB on a Greek island.
F I'll be able to leave as soon as I save up enough to pay for the journey.
G I won't go on holiday unless I find something affordable.
H I'll visit my sister if she isn't on holiday.

Speaker 1 ☐ Speaker 2 ☐ Speaker 3 ☐ Speaker 4 ☐ Speaker 5 ☐

**5** **Are these sentences right (✓) or wrong (✗)? Correct the wrong ones.**

1 Unless you don't pay attention you won't understand anything. ☐ _____
2 I'll take a day off unless my boss says it is ok. ☐ _____
3 You won't have any problems as long as you listen to me. ☐ _____
4 They won't leave if it'll be cloudy. ☐ _____
5 Call the police in case a thief will get in. ☐ _____
6 Don't open the door until the train stops completely. ☐ _____
7 The device will be substituted on condition that you show the receipt. ☐ _____
8 The alarm will go off as soon as it'll detect smoke. ☐ _____

UNIT 21

# Second, third and mixed conditionals

## SECOND CONDITIONAL

- If clauses **type 2** are used when we imagine **a hypothetical situation and its possible results in the present or the future**. These sentences describe events and actions that are not real, just imagined. They use the verb structures below:

| *if* + Past simple (if clause) | *would / wouldn't* + Base form (main clause) |
|---|---|
| *If I **had** more time* (but I don't have it)<br>*If he **didn't pracitce** every day* (but he practices) | *I'd **go** running more often.* (imaginary result)<br>*he **wouldn't be** so good at playing.* |

- In If clauses type 2, the verb *be* should always be ***were / weren't***, even in the 1st and 3rd person singular; however, *was* is commonly used as well now.
  ***If I were** in your shoes, I'd report it to the police.* (OR: ***If I was** in your shoes...*)
- When using **modal verbs** in the second conditional you can use ***could, might*** and ***should*** **+ Base form** (affirmative, negative or interrogative forms) **both in the if clause and in the main clause**. Study these examples:
  ***If I could** sing as well as you I'd take part in a contest.* (or: *If I were able to sing...*)
  *If she didn't live so far away I **might visit** her more often.* (or: *I'd be able to visit...*)
  ***If I should** choose a different place to live in, I'd move to San Francisco.* (or: *if I had to choose...*)
  *If I lost my job I **should** find another one.* (or: *I would have to find...*)

## THIRD CONDITIONAL

- If clauses **type 3** refer to **an imaginary event that never took place in the past**: we're just imagining a different past situations, but in fact we can't change things as they went. Here's the verb structure:

| *if* + Past perfect (if clause) | *would / wouldn't have* + Past participle (main clause) |
|---|---|
| *If I **had known** you were here* (but I didn't know...) | *I **would have had** lunch with you.* (...but I didn't) |

- As already seen for If clauses type 2, we can use compound modals (*could have / should have* + Past participle) in if clauses type 3, but you can also use *would have been able to* or *would have had to*:
  *We* **could have visited** *the museum if it hadn't been closed.*
  *If my battery hadn't gone flat I **could have called** you.* (or: *I **would have been able to** call you*)
  *I **should have gone** to the police if I hadn't found where my ID was.*

## MIXED CONDITIONALS

- In some cases we can think of **an imaginary present situation resulting from an imaginary past situation**. In this case there is a **mix of second and third conditional**.
- **Mixed conditionals** can only be made as **IF clause type 3 + main clause type 2**:

| *if* + Past perfect (if clause) | *would / wouldn't* (main clause) (or: *could / might / should*) + Base form |
|---|---|
| *If I **hadn't left** university* (imaginary past)<br>*If she **hadn't worked** hard (but she did work hard...)* | *I'd **have** a better job **now**.* (imaginary present)<br>*she **wouldn't own** her company.* |

**1** **Match the two parts of these sentences and put a tick next to either (2) (Second conditional) or (3) (Third conditional). Look at the example below.**

| | | | | | |
|---|---|---|---|---|---|
| 0 | C | We wouldn't be so happy | (2) ✓ | (3) | a I'd known you were here. |
| 1 | ☐ | If there were more power stations | (2) | (3) | b I could have fallen into the hole. |
| 2 | ☐ | I would have made pizza if | (2) | (3) | c if we were homeless. |
| 3 | ☐ | What would you do | (2) | (3) | d I'd buy an electric car. |
| 4 | ☐ | If you hadn't warned me | (2) | (3) | e if I had known the answer. |
| 5 | ☐ | If I met an alien | (2) | (3) | f if you were in my shoes? |
| 6 | ☐ | I wouldn't have asked you | (2) | (3) | g I'd ask him to take me away. |

**2** **Complete the second conditional sentences with the correct tense (affirmative, negative or interrogative form) of the verbs from the box. Use contracted forms when possible.**

| ask | be (x2) | drink | drive | fall | find | go | lend | trust | worry | need |
|---|---|---|---|---|---|---|---|---|---|---|

1 I _____ Harry if I _____ you: he's such a gossip.
2 What _____ you _____ for if you _____ a genie lamp?
3 If I _____ fitter I _____ running with you.
4 If I _____ loads of coffee in the morning I _____ asleep through the first two classes.
5 Mary _____ if her son _____ so fast.
6 _____ you _____ a friend some money if he _____ it?

**3** **Complete the third conditional sentences with the correct tense (affirmative, negative or interrogative forms) of the verb in brackets. Use contracted forms when possible.**

1 If you'd closed the window the bird _____ (fly) away.
2 I wouldn't have recognised him if you _____ (tell) me.
3 If I _____ (have) a camera I would have taken a photo.
4 I _____ (believe) it if I hadn't seen her myself.
5 She could have texted us if she _____ (know) our number.
6 There would have been an accident if you _____ (brake) in time.

**4** **First** **Complete the second sentence so that it has a similar meaning to the first using the word in brackets. You must use between 2 and 5 words.**

1 I can't read it because I forgot my glasses. (not) I could read it _____ my glasses.
2 I can't stay any longer: it's too late. (not) If it _____ would stay longer.
3 I feel sick because I've eaten too much. (so) I wouldn't feel sick if I _____ much.
4 You are tired because you go to bed too late. (earlier) If you _____ you wouldn't feel tired.
5 We got there late because we missed the bus. (in) We _____ time if we had caught the bus.
6 He can't afford to buy a new PC. (more) He'd buy a new PC _____ money.
7 Tom's unhappy because he was fired. (been) If Tom _____ he'd be happy.
8 You'd better go home now. (were) If I _____ go home now.

**5** 24 **Listen to 4 people talking and complete the sentences based on what they say.**

1 Tom would get rid of his phone if he _____.
2 Aysha would have a degree if she _____ because of the war.
3 Sheila would go _____ a riding school were she lives.
4 Paddy wouldn't be living in Italy _____ an Italian woman.

**6** **Read the the following situations and write first, second or third conditional sentences to sum up each of them.**

1 Last night I got back home late. When I looked for my key I realised that I had left it on my desk. Fortunately one of the windows was open so I managed to get in through it.
If one of the windows _____.
2 I want to go fishing with my brother this weekend, but the weather forecast says there could be a storm so I may not be able to go.
Unless there _____.
3 Last night I didn't sleep well because the neighbours' dog went on barking for hours so I'm feeling awfully sleepy now.
I wouldn't _____.
4 I really love cycling, but unfortunately I have very little time so I can't go every day.
If _____.

UNIT 22

# I wish...; if only...

## USING WISH TO EXPRESS REGRET

### *I wish* + Subject + Past simple (I did) / Past continuous ( I was doing)

- This form is used when **you would like the present situation to be different.**
  ***I wish*** *you* ***were*** *here now.* (I regret the fact that the other person is NOT here)
  ***I wish*** *I* ***could speak*** *Portuguese.* (but you can't and you regret that)
  ***I wish*** *it* ***didn't rain*** *every day.*
- You can also use **Past continuous** if your regret refers to an action in progress:
  ***I wish*** *it* ***weren't raining****: I could go for a walk.* (you can't go because it's raining now)

### *I wish* + Subject + Past perfect (I had done)

- This pattern expresses deep regret about something that happened in the past; you would like to change the way things actually went, but you can't:
  ***I wish*** *my* ***sister hadn't told*** *me that awful story.* (but she did, and now I regret that)

### *I wish* + Subject + *would* + Base form (I would do)

- You use this pattern when you want to express **irritation about somebody's behaviour** and **you would like it to change from now on.**
  ***I wish*** *Fabrizio* ***wouldn't smoke*** *so many cigarettes.* (he does smoke in fact)

## OTHER MEANINGS OF WISH

- In **formal situations** you use *wish* **with the meaning of 'want'**; 'wish' takes **the same structure as 'want'** when it is **followed by a verb or a clause**. Study the examples:
  ***I wish to inform*** *you that your application is currently under review.* (= I want to inform you)
  ***I wish*** *the manager* ***to know*** *what has just happened in his shop.* (= I want the manager to know...)
- *Wish* is also used to **'offer good wishes'** on special occasions. In this case it is **followed by a noun: When there is a verb, you must use 'hope'.**
  *We* ***wish you a Merry Christmas!*** **(but: I hope** you **have** a Merry Christmas)

### *If only* + Past simple (I did) / Past perfect (I had done)

- ***If only*** **expresses strong wish, when you would like a situation to be different:** it is followed by either **Past simple** or **Past perfect** and, more rarely, ***would*** **+ Base form.**
  ***If only I had*** *more time, I'd see my brother.* (I wish I had more time NOW, I regret not having any)
  ***If only I hadn't lost*** *my passport, I could be leaving now.* (I wish I hadn't lost my passport, but I did)
  ***If only*** *you* ***would stop*** *telling lies, I'd trust what you say.* (= but you DO tell lies so I don't trust you)
- **If only** can also be used to begin **exclamations:**
  ***If only I knew*** *where I put the glasses!* (I strongly wish I could find them)

**1** **Match the sentences (1-6) to the ones on the right (a-f), which express the same feelings about the situation.**

| | | | |
|---|---|---|---|
| 1 | ☐ I wish she wouldn't talk so much. | a | Too bad we lost the game! |
| 2 | ☐ I wish I'd won the match. | b | I'm fed up with this rain. |
| 3 | ☐ I wish I weren't here. | c | I'm not satisfied with the product. |
| 4 | ☐ I wish it were sunny. | d | I'd love to stay longer. |
| 5 | ☐ I wish to make a complaint. | e | I'd like her to stop talking. |
| 6 | ☐ I wish I wasn't leaving. | f | I wish I hadn't come. |

**2** **Read the situations and complete the sentences with the missing parts using *wish*.**

0 Tom left his smartphone at home and now he needs to call his wife. He *wishes he hadn't left it at home*.

1 It's raining but Anna doesn't have an umbrella. She _____ umbrella.

2 Emma and her sister would like to go to a party but they have a lot of homework to do. They _____ the party.

3 My brother keeps borrowing my pullovers without asking. I _____ before borrowing my pullovers.
4 Elizabeth is scared because her husband is driving too fast. She _____.
5 You've booked a table at the restaurant but you have a temperature. You _____ a table at the restaurant.
6 You're taking an important exam and you know very few answers. You _____ more answers.

**3 Read the following letter of dismissal and complete the sentences that express Greg's regrets. Look at the example.**

Dear Mr Mason,
As you know, effective teamwork is essential for success in the software industry. Although we have no doubts concerning your skills as a programmer, we have received countless complaints about your inability to work as part of a team. In addition to that you fail to meet deadlines, not to mention the fact that you are constantly late for work, although we have asked you to be more punctual several times.
Though we had several discussions with you and your teammates in the past few months, we have seen no improvement in your attitude or actions. As a consequence, we have decided to release you from our employment. You are quite talented and may find some other job that is more suitable for you.
We wish you all the best.
Yours sincerely,

Ralph Johnson
Human Resources Manager

0 I / be late / often — *If only I hadn't been late so often!*
1 I / try / collaborate with / teammates — _____.
2 I / complete / my tasks / in time — _____.
3 I / change / my attitude after the warnings — _____.
4 I / not argue / with my teammates / often — _____.
5 I / take / so many days off — _____.
6 I / can speak with the HR manager / now — _____.

**4 First Complete the second sentence so that it has a similar meaning to the first using the word in brackets. You must use between 2 and 5 words.**

1 He regrets not having a university degree. (graduated) He _____ from university.
2 Is she ever going to stop talking? (would) If _____ talking!
3 It's a pity I don't speak a word of Greek. (wish) I _____ Greek.
4 My boss is always asking me to work overtime. (ask) I wish _____ me to work overtime.
5 You can't understand if I don't explain this. (only) If _____ this, you would understand.
6 They can't afford to buy a house. (enough) They wish _____ buy a house.
7 I regret coming to this boring party. (only) If _____ to this boring party!
8 Will you ever get to school on time? (would) I _____ not be late for school all the time.

**5 25 First You will hear 5 people talking about their regrets. Choose from the list (A-H) what each speaker says. There are 3 extra letters you do not need to use.**

A I wish I had asked her phone number.
B I wish I hadn't spent all the time working back then.
C If only I had kept playing the violin.
D If only I could see her once again.
E I wish I had given up that unusual career earlier.
F If only I had chosen to pursue my aspirations as an artist.
G I wish I could spend more time on my hobby.
H I wish I could go back to being a stay-at-home mom.

Speaker 1 ☐ Speaker 2 ☐ Speaker 3 ☐ Speaker 4 ☐ Speaker 5 ☐

UNIT

# 23 The passive (1)

| TENSE | ACTIVE | PASSIVE |
|---|---|---|
| Present simple | *Everybody **calls** her Amy.* | *She **is called** Amy (by everybody)* |
| Present continuous | *They **are building** a new school.* | *A new school **is being built**.* |
| Present perfect | ***Have** they **sent** the price list yet?* | ***Has** the price list **been sent** yet?* |
| Past simple | *Who **made** the cake?* | *Who **was** the cake **made** by?* |
| Past continuous | *They **were cleaning** it.* | *It **was being cleaned**.* |
| Past perfect | *We **had finished** all the water.* | *All the water **had been finished**.* |
| Future simple | *Dr Young **will examine** you.* | *You **will be examined** by Dr Young.* |
| Be going to | *They're **going to fire** him.* | *He **is going to be fired**.* |
| Modal verbs | *Nobody **can see** it.*<br>*They **may/might** invite us.*<br>*People **must pay** taxes.*<br>*Everybody **should help** the poor.*<br>*We **could do** that in a shorter time.*<br>*They **would kill** him if he did it.* | *It **can't be seen** (by anybody).*<br>*We **may/might be invited**.*<br>*Taxes **must be paid**.*<br>*The poor **should be helped**.*<br>*That **could be done** in a shorter time.*<br>*He **would be killed** if he did it.* |
| Verb + *-ing* | *She **likes** it **when** they **praise** her.* | *She **likes being (to be) praised**.* |
| Infinitive | *I'**d like** them **to give** me more money.* | *I'**d like to be given** more money.* |
| *-ing* form | *I **remember when** they **hit** me.* | *I **remember being hit**.* |

## PASSIVE - INTERROGATIVE FORM

- Passive questions typically use the **verb *be* as the auxiliary for inversion**. Compare the active and passive form of questions in the following examples.

| | |
|---|---|
| ***Does** anybody **speak** English in this hotel?* | ***Is** English **spoken** in this hotel?* |
| *Where **did** they **find** the lost child?* | *Where **was** the lost child **found**?* |
| *How long **will** we **keep** this secret?* | *How long **will** this secret **be kept**?* |

## USAGE AND EXAMPLES

- The passive form is used when you want to emphasise the object of the action rather than the subject, or when the agent is not very important in the sentence.
- It is typically made up of the verb ***be*** (which changes tense) with a ***past participle***.
  The **Direct Object** of the active sentence becomes the **subject of the passive sentence**.
- **When you specify an agent**, it is introduced by the preposition ***by***. Generic agents like *everybody*, *they*, *people*, etc or agents that are logical subjects of the action aren't usually mentioned in a passive sentence. Study the examples:

| Passive subject | *be* | Past participle | (agent) | |
|---|---|---|---|---|
| English | is | spoken | | in this hotel |
| The rooms | are being | cleaned | | |
| The gallery | will be | opened | by the Queen | |
| JFK | was | killed | by Leo Harvey Oswald | in 1963 |
| The paintings | mustn't be | touched | (by anybody) | |

**1** **Put a tick next to the sentences containing passive forms in the following popular English proverbs and underline each of them.**

0 ☑ *A man is known by the company he keeps*
1 ☐ Rome wasn't built in a day.
2 ☐ Every cloud has a silver lining.
3 ☐ What may be done at any time will be done at no time.
4 ☐ Marriages are made in heaven.
5 ☐ Fingers were made before forks.
6 ☐ The fish will soon be caught that nibbles at every bait.
7 ☐ A fool and his money are soon parted.
8 ☐ Don't cross the bridge till you come to it.

**2** **Underline the correct verb form in each sentence.**

1 The Mona Lisa *stole / was stolen* in 1911.
2 A lot of champagne *produces / is produced* in France every year.
3 Your email *hasn't sent / hasn't been sent* yet.
4 The sun *is already risen / has already risen.*
5 Our bus *is arrived / has arrived.* Let's get on.
6 Mr Ericson doesn't want to *disturb / be disturbed.*
7 My car *is being repaired / is repaired* at the moment.
8 Dinner won't *be served / serve* after 9 pm.

**3** **Turn the following active questions into passive ones.**

1 Who had stolen the jewels?
2 Have they sent all the documents?
3 Who will give the speech at Mark and Laura's wedding?
4 What caused the accident?
5 Are they going to fire him?
6 Who can solve this equation?
7 Who opens the gate in the morning?
8 What is frightening you?

**4** **Underline the Direct Object in the following active sentences, then turn them into passive ones. Write the agent only when it is necessary.**

Henry VIII established the Church of England in 1534.
*The church of England was established by Henry VIII in 1534.*
1 Nobody has seen Mr Crosby in that restaurant.
2 Dr Throllope will probably examine you tomorrow.
3 Detective Caine is questioning one of the robbers.
4 You should always wash fruit before you eat it.
5 Somebody is cleaning our rooms now.
6 Hundreds of people have seen the UFO.
7 The policeman fined the motorist for drunken driving.
8 Nobody should leave children under 12 at home alone.

**5** 26 **Listen to the facts and complete the sentences using the correct passive forms of the verbs from the box.**

assassinate hit hold invent view use

According to some scholars, Richard III probably killed his two nephews.
*According to some scholars Richard III's nephews were probably killed by their uncle.*
1 Abraham Lincoln _____ in 1865.
2 The 2016 Olympic Games _____ in Rio.
3 The time machine still _____.
4 What would happen if our planet _____ asteroid?
5 Apparently the band's website _____ at the moment.
6 You mustn't use oil that _____ continuously for a while to make crispy French fries.

UNIT

# 24 The passive (2)

## 'WHO / WHAT... BY?' QUESTIONS

- **In passive questions starting with *who / what*** the focus is on the agent of the action. This type of question is typically **completed by the preposition *by***, which often closes the sentence.

| ACTIVE QUESTIONS | PASSIVE QUESTIONS |
|---|---|
| ***Who makes*** *these beautiful handbags?* | ***Who are*** *these beautiful handbags* ***made by****?* |
| ***Who painted*** *'The Last Supper'?* | ***Who was*** *'the Last Supper'* ***painted by****?* |
| ***Who will write*** *the speech for the bridegroom?* | ***Who will*** *the speech for the bridegroom* ***be written by****?* |
| ***What hit*** *the roof during the storm?* | ***What was*** *the roof* ***hit by*** *during the storm?* |

## PASSIVE FORM WITH INDIRECT OBJECT

- In English **we can also use the Indirect Object of an active sentence as the subject of a passive one**. Look at the structure of two active sentences with a Direct Object and an Indirect Object:

| Subject | Verb | Indirect Object (IO) | Direct Object (DO) | Rest of the sentence |
|---|---|---|---|---|
| *They* | *gave* | *us* | *a faster car* | |
| *We* | *will send* | *Mr Bates* | *a new password* | *soon* |

- When there are both DO and IO, the passive sentence can be made in two ways.
- As a rule, **it is preferable to use the Indirect Object as the subject of a passive sentence.**
- When you use DO as the subject of the passive sentence, you must remember to put TO + Indirect Object.

***We*** *were given a faster car.* OR ***A faster car*** *was given* ***to*** *us.*
***Mr Bates*** *will be sent a new password soon.* OR ***A new password*** *will be sent* ***to*** *Mr Bates soon.*

## PASSIVE FORM WITH VERB + PREPOSITION

- In the passive sentence, **with verbs followed by a preposition, the preposition is kept close to the verb,** as in the examples below:

***Has*** *anybody* ***paid for*** *these drinks?* ***Have*** *these drinks* ***been paid for****?*
*I don't like it when people* ***laugh at*** *me.* *I don't like* ***being laughed at****.*

## VERBS OFTEN USED IN THE PASSIVE FORM + TO infinitive

- be allowed to — ***Were*** *you* ***allowed to*** *go to bed after 10pm as a child?*
- be supposed to — ***Aren't*** *teachers* ***supposed to*** *be in class by 8 AM?*
- be expected to — ***I'm not expected to*** *tolerate this every day.*
- be told / asked to — ***I was told not to*** *leave the room for any reasons.*

**1** **Write the two possible passive sentences. Omit the agent if it is not necessary.**

0 We gave them a large pot of flowers.
- *They were given a large pot of flowers.*
- *A large pot of flowers was given to them.*

1 Somebody has sent Jane a postcard from Miami.

_____

_____

2 The Swedish Academy awarded T.S. Eliot the Nobel Prize in 1948.

_____

_____

3 Tom taught French to our son.

_____

_____

4 Somebody should tell her the truth.

_____

_____

5 Our science teacher is always giving us loads of homework.

_____

_____

6 The headmaster asked them a lot of questions.

_____

_____

**2** **First** **Complete the second sentence so that it has a similar meaning to the first using the word in brackets. You must use between 2 and 5 words.**

| | | |
|---|---|---|
| 1 | I'm sure someone will take care of the problem. (be) | I'm sure the problem _____. |
| 2 | They expected her to apologise. (was) | She _____ apologise. |
| 3 | He hates it when someone listens to him playing the piano. (listened) | He hates _____. |
| 4 | They will never let you in. (allowed) | You will never _____ get in. |
| 5 | Where was the woman last seen? (they) | Where _____ the woman? |
| 6 | Who wrote these poems? (written) | Who _____? |
| 7 | We'll give her the present after dinner. (given) | She will _____ after dinner. |
| 8 | Nobody was asked to leave. (ask) | They _____ to leave. |

**3** 27 **Listen to the recording about porcelain and complete the text with the correct passive voice of the verbs in the box below.**

bring control discover establish export follow found invent know set



Porcelain (1) _____ by the Chinese in around the 7th century AD. Then it (2) _____ to the Islamic world. By the 14th century porcelain was (3) _____ to Europe by the Ming Dynasty, which (4) _____ for its blue-and-white wares. Much of the porcelain trade (5) _____ by the Ming Dynasty, thanks to which it spread all over Asia, Africa and Europe through the Silk Road. Later, Portuguese merchants began direct trade over the sea route with the Ming Dynasty in the 16th century and they (6) _____ by Dutch merchants. It was not until the early 18th century that the Chinese process of making porcelain (7) _____ by a German potter. In the following decades many European potteries started to (8) _____ up. Many of the world's best known potteries (9) _____ during this period; Royal Saxon in 1710, Wedgwood in 1839, Royal Copenhagen in 1772, and Spade, which (10) _____ in 1732 in England.

UNIT

# 25 Causatives

## HAVE / GET something done

- You use ***have something done*** when you **ask somebody else to carry out an action**. You don't do it by yourself:
  *I **had** my hair dyed last week.* (I didn't dye it myself. Somebody else did that for me)
- The verb that must **change tense** is ***have***, whereas the verb expressing the action is always in the Past Participle. Here are a few examples with some of the main tenses:

| Tense | *Have* | Object | Past participle |
|---|---|---|---|
| Present continuous | *We're **having*** | *the house* | ***redecorated** this week.* |
| Present perfect | *I've just **had*** | ***my** hair* | ***cut**. Do you like it?* |
| Past simple | *Why did you **have*** | *the fence* | ***painted** red?* |
| Future simple | ***Will** the City Council **have*** | *the road* | ***resurfaced** next week?* |

- Have something done can also be used when you are the victim of an action that is against your will or damages you:
  *I **had** my wallet **stolen** when I was at the gym.*
  *He **had** his nose **broken** during a fight outside a club.*
- You can also use ***get*** instead of *have* in **more informal** situations:
  *When did you **get** your nose **pierced**?*

## HAVE / MAKE / LET someone do something

When asking someone to do something you can use

- ***make*** when the person is obliged to do something or he/she can't help doing it.
  *The police **made** me **sign** a few documents.* (I was obliged to do it)
  *This song **makes** me **feel** sad.* (I can't help feeling this way)
- ***let*** when the person is allowed to do something.
  *Does your father **let** you **use** his car on Saturday nights?* (are you allowed to use it?)
- ***have*** when you simply ask him/her to do something with no obligation or permission implied.
  *I usually **have** my secretary **fix** my appointments for the week.* (I ask her to do this for me)
- ***Make*** and ***Let*** can also be found in **passive sentences**. In this case their structure changes to:
  ***be made to** + Base form* — *The thieves **were made to confess** everything.*
  ***be let to** + Base form* — *The children **were let to run** in the fields every afternoon.*

**1** **Complete the sentences with the correct tense of the verb in brackets using *have* + object + Past participle.**

0 We *have* our bedrooms *redecorated* (redecorate) every two years.
1 Kate Middleton _____ her wedding dress _____ (design) by Sarah Burton.
2 _____ you ever _____ anything _____ (steal) from your house?
3 I think we _____ two pizzas _____ (deliver) at home tonight.
4 I _____ my hair _____ (perm) tomorrow.
5 I can't see well: I must _____ my eyes _____ (test).
6 We're going to _____ another garage _____ (build) next to this for our son's car.

**2** **Put a tick (✓) in the box next to the correct alternative in each of these sentences.**

1 Since I have very little time, once a week
- ☐ A I have my flat cleaned.
- ☐ B I clean my flat.

2 Every time I have a shower I
- ☐ A have my hair washed.
- ☐ B wash my hair.

3 There's a repairman in the living room because
- ☐ A we're installing a new Internet connection.
- ☐ B we're having a new Internet connection installed.

4 During the hailstorm lots of people
- ☐ A damaged their cars.
- ☐ B got their cars damaged.

5 The police
- ☐ A confiscated our passports.
- ☐ B had our passports confiscated.

6 For my daughter's graduation day
- ☐ A I'm doing my hair.
- ☐ B I'm having my hair done.

**3** **First** **Choose A, B, C or D to complete the sentences.**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1 | I ___ this T-shirt printed at the copy shop. | A made | B got | C let | D have |
| 2 | She'll ___ the letter translated by a Chinese man. | A have | B make | C got | D let |
| 3 | Lisa ___ a lady clean the windows once a month. | A gets | B lets | C has | D makes |
| 4 | This joke ___ me laugh every time I hear it. | A lets | B has | C makes | D gets |
| 5 | You can ___ the neighbour fix the vacuum cleaner. | A make | B get | C let | D have |
| 6 | That boy's never been ___ tidy his room. He's so spoilt. | A let | B let to | C made to | D made |
| 7 | I ___ my watch repaired yesterday. Now it's working. | A had | B had to | C let | D got to |
| 8 | You must ___ your teacher explain this rule again. | A get | B have | C make | D let |

**4** **First** **Complete the second sentence so that it has a similar meaning to the first using the word in brackets. You must use between 2 and 5 words.**

| | | |
|---|---|---|
| 1 | They told me to put up my hands. (made) | They _____ up my hands. |
| 2 | I wasn't allowed to go out at night. (let) | They _____ out at night. |
| 3 | Your tyres should be changed every 2 years. (changed) | You should _____ every 2 years. |
| 4 | She'll feel guilty if they cry. (her) | Seeing them cry _____ guilty. |
| 5 | Someone stole my bike last night. (got) | I _____ last night. |
| 6 | His car was washed last week (washed) | He _____ last week. |
| 7 | They all had to give back their cards. (made) | They were _____ back their cards. |
| 8 | I'm sure they'll let you come here. (allowed) | I'm sure _____ come here. |

**5** 28 **Janet has organised an international gourmet dinner party with a few friends from all over the world: listen to the conversation between her and Ada and write the different plates of foods they mention next to the people who made them.**

curry rice | ginger and clam soup | mushroom egg rolls | sweet sour pork | Thai shrimp | tiramisu

**Ada:** _____

**Janet:** _____

**Rupert:** _____

**Kimiko:** _____

**Janet's mother:** _____

**Xiao-Jia:** _____



UNIT

# 26 Verb patterns

## VERBS + TO

- Most verbs followed by another verb take TO + infinitive.
  **Examples:**
  *He **offered to help** the lady.*
  *I'd **prefer not to go** out tonight.*

### Verbs followed by TO

agree
arrange
can't afford
can't wait
decide
expect
hope
learn
manage
offer
ought
plan
pretend
promise
refuse
threaten
want
would like
would love
would prefer

## VERBS + -ING FORM

- Other verbs are followed by the -ING form. **Examples:**
  *He enjoys **watching** sci-fi films.*
  *I **can't stand getting up** early.*
  *I **look forward to hearing** from you.*

admit (to)
avoid
consider
deny
dislike
discuss
enjoy
fancy
feel like
imagine
involve
keep
mind
miss
postpone
practise
recall
recommend
resent
resist
suggest
tolerate
can't help
can't stand
be used to
get used to
look forward to

- **After prepositions (except TO, which usually takes infinitive). Examples:**
  *She gave **up smoking** many years ago.*
  *This detergent is **for cleaning** kitchen worktops.*

## VERBS + BASE FORM

- Another group of verbs is followed by base form. Here is a list of these verbs.
  **Examples:**
  *You'd **better go** home now.*
  *I'd **rather not go** out tonight.*

would rather ('d rather)
had better ('d better)

**Modal verbs:**
can / could
shall / should
must
may / might
will / would

## VERBS + TO / -ING (with little or no difference)

- Some verbs may be followed by either TO or ING with very little differente in meaning. Compare the **examples**:
  *I **like to do** the washing up right after having meals. (I prefer doing something in a certain way)*
  *I **like going** shopping at weekends. (I enjoy it)*

### List of verbs + TO and -ING

start
like / love / hate
prefer
continue

## IDIOMS + -ING FORM

- Some useful expressions are followed by -ING form. **Example:**
  *This film **is worth watching** twice.*

### List of idioms + -ING

be worth
there's no point
have difficulty
it's no use

## VERBS + OBJECT + TO

- Observe the **examples**:
  *Mum **wants me to make** my bed.*
  *He **told me not to move**.*

### List of verbs + object + TO

advise
allow
ask
beg
convince
encourage
expect
forbid
force

## VERBS + TO / -ING (difference in meaning)

- Other verbs change their meanings when followed by TO or ING. Compare the **examples**:
  *He worked all afternoon, but he **stopped to have** dinner.*
  *He **stopped working** at 7pm.*

| Verbs | + TO | + -ING |
|---|---|---|
| **need** | *I need to go to the dentist.* (I have to go...) | *My sweater needs washing* (it needs to be washed) |
| **try** | *I tried to get in but the door was locked.* (I attempted to do something) | *Try using a different key!* (experiment with one or more methods) |
| **stop** | *We stopped to rest.* (we changed activity) | *It stopped raining.* (indicating an interruption) |
| **go on** | *He worked as an actor then went on to direct films.* (he started another phase) | *I told him to stop but he went on talking.* (he continued the action he was doing) |
| **remember** | *Remember to send me the file.* (don't forget that you have to do something) | *I clearly remember closing the window.* (I remember a past action) |
| **forget** | *I forgot to turn off the light.* (I didn't do it because I didn't remember to do it) | *She forgot meeting me before.* (he met me but he forgot that he did). |
| **regret** | *I regret to inform you that your application has not been accepted.* (formal expression for 'I'm sorry') | *I regret not going to university.* (I'm sorry something didn't happen in the past) |

**1** **Underline the correct verb form in the following sentences.**

1 I'd like *to be / being able to* fly.
2 Do you mind *to close / closing* the window?
3 My son keeps *to lose / losing* his glasses.
4 Imagine *to be / being* an alien on earth.
5 I can't help *to cry / crying* whenever I see this film.
6 Tom wants *to be / being* a vet.
7 The guide suggested *to visit / visiting* the museum on working days.
8 When did you learn *to ski / skiing*?
9 We usually avoid *to go / going* on holiday in August.
10 I can't wait *to see / seeing* you.

**2** **Write the verb in brackets in the correct form choosing between Infintive (*to*), Gerund (*-ing*) or base form.**

1 They arranged ____ (leave) early.
2 You must ____ (tell) the truth.
3 Don't pretend ____ (be) good at something if you aren't.
4 I can't afford ____ (waste) my time.
5 Rob can't stand ____ (queue) up.
6 The robber threatened ___ (kill) all the customers.
7 We recommend ___ (book) the seats 15 days before the show.
8 Rebecca shouldn't ____ (stay) up late.

**3** **Complete the following sentences with the negative form of the verbs in brackets.**

1 My sister resented ____(not / get) the same mark as me.
2 There may _____ (not / be) enough time.
3 You'd better ____ (not / move): there's a bee on your arm.
4 Sally asked us ____ (not / tell) anyone about her secret.
5 The boy admitted ___ (not / do) the homework.
6 We expected him ___ (not / arrive) on time.

**4** **First** **Complete the second sentence so that it has a similar meaning to the first using the word in brackets. You must use between 2 and 5 words.**

| | | |
|---|---|---|
| 1 | John suggested that we go there by train. (advised) | John _____ there by train. |
| 2 | We couldn't pass the test the first time. (manage) | We _____ pass the test the first time. |
| 3 | Shall I give you a hand with the shopping bags? (want) | Do you _____ carry the shopping bags? |
| 4 | She didn't remember she'd ordered the pizzas. (ordering) | She _____ the pizzas. |
| 5 | Ted is sorry he didn't invite us. (regrets) | Ted _____ us. |
| 6 | It's not a problem for her to walk to work. (mind) | She _____ to work. |
| 7 | It's useless to do it again. (point) | There _____ again. |
| 8 | I can't wait to leave for Canada. (forward) | I'm _____ for Canada. |
| 9 | It's unusual for me to drive on the left. (used) | I'm _____ on the left. |
| 10 | My parents didn't let me go out at night. (allow) | My parents didn't _____ out at night. |

**5** 29 **Listen to the four short conversations and choose A or B to complete the statements.**

1 The woman
- A ☐ would rather watch a film at home.
- B ☐ doesn't mind going to the cinema.

2 Both girls
- A ☐ really enjoyed watching the film
- B ☐ agree that the film is worth watching

3 Dave's father
- A ☐ remembers to brush his teeth.
- B ☐ reminds him to brush his teeth.

4 Kev Robertson
- A ☐ kept working as a successful cameraman for a film that was awarded in Berlin.
- B ☐ became a director of photography after working as a cameraman.

**6** **First** **Complete the sentences choosing A, B, C or D.**

1 Excuse me, Sir, Would you ____ not smoking in here?
A like B rather C mind D prefer

2 You ____ better not click on that link: it may contain malicious software or viruses.
A would B had C will D should

3 My son can't ____ listening to classical music: she only likes hip hop.
A wait B afford C help D stand

4 I don't ____ doing my homework now: can I do it later, Mum?
A feel like B prefer not C want D mind

5 I'd like ____ less selfish. He never thinks about other people.
A him being B that he was C him to be D he be

6 The lawyer ____ recording all the phone calls I got.
A advised B suggested C encouraged D invited

7 Miss Lewis was accused of being a thief but she ____ stealing the jewels.
A refused B resisted C resented D denied

8 I usually like Italian cuisine but I'd ____ to have some Indian food this evening.
A enjoy B prefer C rather D better

9 It ____ working so hard if you can't spend the money you earn because you have no time.
A isn't worth B isn't use C isn't point D shouldn't

10 ____ going for a drink next Saturday night?
A Would you like B Do you like C Do you fancy D Would you rather

11 I was paralysed with fear but I ____ the police immediately.
A remember calling B remind to call C remember to call D remind calling

12 When I broke my right arm it took some time for me to ____ writing with my left hand.
A go on B be used to C stop D get used to

**7** **Complete the following sentences with the correct form of the verbs from the box.**

lower buy make meet repair save take tell travel use

1 If you are trying _____ your cholesterol try _____ olive oil instead of butter.
2 I'll never forget _____ my wife for the first time.
3 We can't go on _____ lottery tickets if you really want us _____ money.
4 I like _____ and I'd like to go to Brazil next year.
5 I asked her to go on _____ me the whole story but she stopped _____ a phone call.
6 Your car needs _____: you need _____ it to the mechanic.

**8** **Who says what? Write the correct sentences in the speech bubbles.**

A 'I can't wait to leave.'
B 'I look forward to meeting him.'
C 'I feel like playing football.'
D 'I can't afford to buy a car.'
E 'I can't stand working late.'
F 'I can't help sneezing.'













UNIT

# 27 Reported speech (1)

- When we **report somebody's words** we often do that **at a later moment**, using indirect speech and **changing tenses, personal pronouns** and **possessives**:
  *'I'**m** your teacher', said Laura (to me).* (Direct speech) → *Laura **said** she **was** my teacher.* (Indirect speech)
- The **main reporting verbs** are:
  ***Say***, when **the interlocutor is not mentioned** → *He **said** he liked chocolate.*
  ***Tell***, with **orders** or when you **mention the interlocutor** → *She **told Tom** to stop laughing.*
  ***Ask***, when **reporting questions or requests** → *I **asked** him to repeat his name.*
- Here are some examples showing the **main tense changes from direct to indirect speech**:

| Direct speech | Indirect speech |
|---|---|
| **Present simple** → *I **like** jazz music.* | **Past simple** → *He said he **liked** jazz music.* |
| **Present continuous** → *It's **raining**.* | **Past continuous** → *He said it **was raining**.* |
| **Present perfect** → *I **haven't seen** her yet.* | **Past perfect** → *He said he **hadn't seen** her yet.* |
| **Past simple** → *Anne **gave** me this watch.* | **Past perfect** → *He said Anne **had given** him the watch.* |
| **Past continuous** → *I **wasn't sleeping**.* | **Past perfect continuous** → *He said he **hadn't been sleeping**.* |
| **Will** → *My friends **will** probably **be** late.* | **Would** → *He said his friends **would** probably **be** late.* |
| **Can** → *I **can't come** to your party.* | **Could** → *He said he **couldn't come** to my party.* |
| **May** → *There **may be** no snow on the slopes.* | **Might** → *He said there **might be** no snow on the slopes.* |
| **Shall** → *Where **shall** I **put** this bowl?* | **Should** → *He asked where he **should put** the bowl.* |
| **Imperative** → *Put your hands up, Bill!*<br>→ *Don't kill me, please!* | **Infinitive** → *He told Bill **to put** his hands **up**.*<br>→ *He asked me **not to kill** him.* |

- Direct sentences with **Past perfect**, **If clauses type 2 and 3**, and modal verbs ***must, should, could, would*** usually **keep the same tenses** in both direct and indirect speech.
  *shall* usually turns into *should*, but *must* can also turn into *had to*.
  *I **must go** to the dentist* → *He said he **must (had to) go** to the dentist.*
  *You **shouldn't stay** up so late.* → *He said I **shouldn't stay** up so late.*
- **Sometimes we don't need to change** the present tense into past tense if the information in direct speech is still true or the reported sentence refers to a very recent past:
  *Mum said that the tomatoes **are** in the fridge.* (they are still in the fridge now)
  *I saw Emma this morning: she told me she's **leaving** tomorrow.* (tomorrow is still in the future)

- In reported sentences **words referring to TIME** and **SPACE** typically change as follows:

| | | |
|---|---|---|
| *this → that* | *now → right away / at that moment / then* | *tomorrow → the day after* |
| *here → there* | *today → that day* | *next month → the following month* |
| *come → go* | *this morning → that morning* | *yesterday → the day before / the previous day* |
| *ago → before* | *tonight → that night* | *last week → the week before / the previous week* |

When reporting questions you must remember not only to change the tense and time/space words, but also to **shift the interrogative form to the affirmative form** in indirect speech:

| Direct questions | Indirect questions |
|---|---|
| *Where **does** your friend live, Karen?* | *He **asked** Karen where her friend **lived**.* |
| ***Did** it **rain** last night?* | *He **asked** if it **had rained** the night before.* |
| ***Have** you **been** to the shops?* | *He **asked** if I **had been** to the shops.* |

- You can also use the verbs ***think*** or ***wonder*** (for questions), when you report your thoughts.
  *I **wonder** where I've seen that girl. / I **wondered** where I **had put** my glasses.*
- Indirect speech is also used after phrases like **'Do you know (if) ..?', 'Could you tell me ...?'**:
  ***Do you know** where the station is?*
  *Could you tell me **what your name is**, Sir?*

**1** **Underline the correct alternative in these sentences.**

1 He *said / told* Mary wanted to redecorate the two bedrooms.
2 Mrs Robinson *told / wondered* where she'd seen that woman.
3 The lady *told / asked* us if we wanted some tea.
4 I *said / thought* he was rude but I didn't tell him.
5 Did you *tell / say* him that we would be late?
6 He *said / told* his father was very ill.
7 We *said / told* them to keep the door closed.
8 I *thought / wondered* if it was too late to call Jane.

**2** **Rewrite these sentences using indirect speech. In two cases you do not need to change the tense.**

1 'I'm not coming tomorrow morning', said Jack. Jack _____.
2 'Lucy, pass the salt, please', said Anne. Anne _____.
3 'Dante wrote the Divine Comedy', said the teacher. The teacher _____.
4 'Have you received my parcel, Emma?', said Mr Bates. Mr Bates _____.
5 She said to me: 'Can you come here this afternoon?' She _____.
6 'It wasn't snowing at 10 last night', said the lady. The lady _____.
7 'Aunt Ellie may not be at home now', said Cathy. Cathy _____.
8 'Shall I ask Tracy to come here?', thought Peter. Peter _____.
9 'I didn't go out last night', said the boy. The boy _____.
10 'All art is quite useless', said Oscar Wilde. Oscar Wilde _____.

**3** **Listen to each of the 6 sentences put a tick (✓) next to D (direct speech) or I (indirect speech).**

1 D ☐ I ☐
2 D ☐ I ☐
3 D ☐ I ☐
4 D ☐ I ☐
5 D ☐ I ☐
6 D ☐ I ☐

**4** **First** **Read the following extract from *Wuthering Heights* by Emily Brontë in which Catherine speaks to her servant Nelly. Then fill in the gaps of the summary with A, B, C or D.**

I cannot express it; but surely you and everybody have a notion that there is or should be an existence of yours beyond you. What were the use of my creation, if I were entirely contained here? My great miseries in this world have been Heathcliff's miseries, and I watched and felt each from the beginning: my great thought in living is himself. If all else perished, and he remained, I should still continue to be; and if all else remained, and he were annihilated, the universe would turn to a mighty stranger: I should not seem a part of it. My love for Linton is like the foliage in the woods: time will change it, I'm well aware, as winter changes the trees. My love for Heathcliff resembles the eternal rocks beneath: a source of little visible delight, but necessary. Nelly, I am Heathcliff! He's always, always in my mind: not as a pleasure, any more than I am always a pleasure to myself, but as my own being.

Cathy told Nelly that she (1) ____ express it but surely (2) ____ and everybody (3) __ a notion that there (4) ____ be an extistence of yours beyond you.
She also said that (5) ____ great miseries in (6) ____ world (7) _____ Heathcliff's miseries, and she (8) _____ and felt each from the beginning.
Then she added that her love for Linton (9) ____ like the foliage in the woods: time (10) ____ change it as winter (11) _____ the trees, but her love for Heathcliff (12) ____ like the eternal rocks beneath.
Finally, she told Nelly that Heathcliff (13) _____ always in (14) _____ mind.

| | | | | |
|---|---|---|---|---|
| 1 | A can't | B couldn't | C may not | D won't |
| 2 | A you | B Cathy | C Nelly | D they |
| 3 | A had | B have | C had had | D would have |
| 4 | A shall | B must | C should | D must have |
| 5 | A his | B my | C Cathy's | D her |
| 6 | A this | B those | C that | D these |
| 7 | A were | B had been | C have been | D would be |
| 8 | A was watching | B watched | C had watched | D has watched |
| 9 | A were | B is | C had been | D was |
| 10 | A would | B shall | C may | D will |
| 11 | A change | B changed | C had changed | D was changing |
| 12 | A resembled | B had been | C resembles | D was |
| 13 | A was | B had been | C were | D is |
| 14 | A your | B my | C her | D his |

**5** **Match the reported sentences to the pictures and write the direct sentences in the correct speech bubbles.**

A She thought she'd go to the gym the day after.
B He said his team had won the match the day before.
C She wondered where she had put the glasses.
D He told his mother not to worry.












# Reported speech (2)

- There are a number of other verbs that can be used to report sentences, whose aim is to clarify the **purpose of the statement** (***claim, argue, state, observe, point out, mention, explain, demand***, etc) or to give us **more information** on the mood or tone of the speaker (***whisper, shout, yell, cry, mutter,*** etc). Observe the example:
  direct speech: *'Sorry I'm late. I got stuck in the traffic.' said Tom.*
  indirect speech: *Tom **apologised** and **explained** that he had been late because of the traffic.*
- The following verbs are used to **shorten and sum up the direct statements**:

| **Verbs + person + *to*** | |
|---|---|
| advise sb to do sth | *You should read this book, Anne → She advised Anne to read that/the book.* |
| beg sb to do sth | *Please, Mum, take me there → He begged his mother to take him there.* |
| forbid sb to do sth | *You mustn't see that girl again! → She forbade him to see that girl again* |
| invite sb to | *Why don't you come over for dinner? → He invited his friend over for dinner.* |
| remind sb to do / that | *Remember to buy the eggs. → He reminded me to buy the eggs.* |
| warn sb to / that | *Don't touch the blades. → She warned us not to touch the blades.* |
| **Verbs + *to / that*** | |
| agree to do sth / that | *Ok, I'll lend you my car, Bill. → Rob agreed to lend Bill her car.* |
| offer to do sth | *Shall I carry that for you, Gran? → She offered to carry it for her grandmother.* |
| promise to do sth / that | *I will call you soon → I promised to call her soon.* |
| refuse to do sth | *I won't help you again! → He refused to help me again.* |
| threaten to do sth | *I'll tell Mum if you hit me. → She threatened to tell Mum if he hit her.* |
| **Verbs + *-ing* form / *that*** | |
| confess to / that | *Ok, I cheated during the test. → He confessed to cheating during the test.* |
| complain about / that | *Things are so expensive. → She complained that things were too expensive.* |
| deny / that | *No! I didn't steal your money! → He denied stealing (having stolen) my money.* |
| admit (to) / that | *Well, I'm a bit lazy. → She admitted being a bit lazy / (that) she was a bit lazy.* |
| recommend | *Visit this museum! → He recommended visiting that museum.* |
| suggest + -ing form | *Let's go for a walk, shall we? → She suggested going for a walk.* |
| suggest that | *You should read this book, Anne. → He suggested Anne (should) read that book.* |
| **Verbs + object + preposition (+ *-ing*)** | |
| apologise (to sb) for | *Sorry I hurt you, Charles. → She apologised to Charles for hurting him.* |
| accuse sb of | *You are lying to me. → She accused me of lying to her.* |
| blame sb for | *It's your fault: you made me do it. → She blamed me for making her do it.* |
| congratulate sb on | *Congratulations: you passed the test. → He congratulated me on passing the test.* |
| discourage sb from | *I wouldn't talk to him if I were you. → She discouraged me from talking to him.* |
| insist on | *I want to see the manager now. → He insisted on seeing the manager.* |

**1** **Underline the best alternative.**

1 Karen *argued / mentioned* she'd come but I don't remember when.
2 The old lady *cried / observed* the pain was terrible.
3 I explained *them / to them* why I hadn't paid for the drinks.
4 Grandma *whispered / shouted* 'Good night' before switching off the lights.
5 The angry customer *yelled / muttered* he'd been waiting for 20 minutes but I could hear him anyway.
6 The teacher *claimed / pointed* out that I was late again.

**2** **Match the direct statements on the left to the functions / purposes on the right.**

| | | |
|---|---|---|
| 1 ☐ What a beautiful view you have, Nancy! | a | reminding |
| 2 ☐ I'm fed up with the rain. | b | denying |
| 3 ☐ I'll lay the table, shall I? | c | congratulating |
| 4 ☐ Don't forget to send the pics, Mum. | d | suggesting |
| 5 ☐ Why don't we watch a film? | e | offering to help |
| 6 ☐ But I didn't break your window, Sir. | f | complaining |

**3** **Now turn the sentences of Exercise 2 into indirect speech, using the suitable reporting verbs.**

1 Sarah _____.
2 Charlene _____.
3 Caleb _____.
4 Britney _____.
5 Chris _____.
6 The boy _____.

**4** **First** **Complete the second sentence so that it has a similar meaning to the first using the word in brackets. You must use between 2 and 5 words.**

| | | |
|---|---|---|
| 1 Ann said she was sorry after she'd broken the vase. (breaking) | Ann _____ vase. |
| 2 They advised me to take the next train. (I) | They _____ the next train. |
| 3 The teacher said: 'You cheated during the exam, Neal.' (of) | The teacher _____ the exam. |
| 4 Randy said she wouldn't help me again. (refused) | Randy _____ again. |
| 5 He forbade us to use our calculators. (we) | He said _____ our calculators. |
| 6 Mrs Denver said we'd missed the train because of me. (for) | Mrs Denver _____ the train. |
| 7 They said they wouldn't be late this time. (promised) | They _____ that time. |
| 8 Let's book the flight tomorrow.', said Harry. (following) | Harry suggested _____ day. |

**5** 31 **Listen to the 6 reported sentences and put a tick (✓) next to the direct sentence they refer to.**

| | | |
|---|---|---|
| 1 | A ☐ I shouldn't have bought it in the first place. | B ☐ You made me buy it but I didn't want to. |
| 2 | A ☐ I'm sorry for what happened at the party. | B ☐ What happened at the party is your fault. |
| 3 | A ☐ You'd better put them in the hand luggage. | B ☐ You shouldn't put them in the hand luggage. |
| 4 | A ☐ You must see the Confucian Temple. | B ☐ I'll take you to the Confucian Temple. |
| 5 | A ☐ Ok, I'll see you tomorrow at Danny's. | B ☐ Remember to meet Danny at his place. |
| 6 | A ☐ I'll never do that again. | B ☐ I didn't do that! |

**6** 32 **Listen to the dialogue between Ann and Emma and put the following statements in the correct order. Write 1- 6 next to each statement summing up the conversation.**

___ Emma reminds Ann that they were supposed to help Jackie with the pizza and barbecue.
___ Ann suggests having a coffee while waiting for Sue to pick them up.
___ Ann apologises to Emma for being late.
___ Emma blames Ann for causing them to miss the train.
___ Ann explains that there's no problem because a friend will drive them to Jackie's place.
___ Emma complains that Ann is always finding excuses for being late.

# Relative clauses

- Relative clauses give you **more information on what is stated in the main clause**.
- They are typically introduced by these relative pronouns: ***who, whom, which, whose, where, when, why, what***.

*The writer* ***who*** *won the Nobel Prize for Literature in 1948* *was T.S. Eliot.*

*The first place we visited was the house in the centre of Stratford,* ***where*** *Shakespeare was born* .

## Defining relative clauses

- Defining relative clauses provide **details that are necessary to complete the information** given in the main clause:
  *I'm going to read the book* ***which*** *was reviewed in yesterday's newspaper.*
- ***Who*** is used for persons and ***which*** is used for things, but ***that*** can substitute both of these relative pronouns, especially in informal contexts:
  *I don't like the dress* ***which / that*** *Laura's wearing today.*
  *Is he the man* ***who / that*** *rescued the three children?*
- When the relative pronoun is **not the subject** of the relative clause **you can omit it**. Compare these sentences with different functions of the relative pronoun:
  *I like the actor* ***that*** *plays the villain in 'Batman Begins'* (**that** cannot be omitted because it is the subject of the relative clause)
  *Have you seen the flowers (****that****) John gave me for my birthday?* (**that** can be omitted because the subject of the relative clause is another one, John)
- The relative pronoun ***whose*** indicates possession, a family relationship or a part of a whole. **It cannot be omitted**:
  *Is that the woman* ***whose*** *son appeared on TV last week?* (the woman's son)
  *Not all mushrooms* ***whose*** *flesh turn blue are poisonous.* (the flesh of the mushroom)
- When talking about placet, ***where*** can be used as a relative pronoun instead of **'in / on / to which'**:
  *I've been to the home* ***where*** *my grandpa lived as a child.* (or: *…****in which*** *my grandpa lived...*)
- When talking about times you can use ***when*** but in some cases you can also use **'that'** or omit the relative pronouns in phrases starting with **'the day... / the time... / the year …'**:
  *I'll never forget* ***the day (when / that)*** *I met him.*
- We can use 'the reason ***why***' - or 'the reason (that)' to provide information on why we do something:
  *The reason* ***(why / that)*** *I'm asking you advice is that I trust you.*
- ***Whom*** can be used instead of 'who' when it is NOT the subject in the relative clause (in formal contexts). It is also **used** when there is a **preposition before the relative pronoun** for a person:
  *The doctor* ***with whom*** *I spoke was very kind.**

* In relative clauses with prepositions the pronoun is usually omitted. For further information see next section 'Prepositions in Relative clauses'.

## Prepositions in relative clauses

- In relative clauses with prepositions, the structure **preposition + *which / whom*** is hardly ever used in everyday English and it **is usually found in very formal texts or academic writing**. When using this form **the pronoun cannot be omitted**:
  *The doctor* ***with whom*** *I spoke was very kind.*
  *Do you like the music* ***to which*** *they are listening?*
- **Relative pronouns are typically omitted when the preposition is moved to the end of the relative clause**, right after the verb:

*The doctor* ***with*** ***whom*** *I spoke was very kind.* → *The doctor I spoke* ***with*** *was very kind.*

*Do you like the music* ***to*** ***which*** *they are listening ?* → *Do you like the music they are listening* ***to****?*

- It is also possible to **omit *where*** in some cases: Study the examples:
  *This is the hotel* ***where*** *we stayed in Dublin.* → *This is the guesthouse we stayed* ***at*** *in Dublin.*

### Non-Defining relative clauses

- Non-Defining (ND) Relative clauses provide **extra information that is not essential for the main clause** to be clearly understood and they are characterised by **commas separating them from the main clause**. The extra information may not be related to the main information provided:
  *Zoe, **who** has been living in New Zealand for 3 years, is one of my best friends.* (that fact she lives in New Zealand is not related to the fact she is one of my best friends)
- Remember that in ND Relative clauses you **can neither use the relative pronoun *that* nor omit the relative pronoun**:
  *Mahler's Fifth Symphony, **which** you are listening to, is often used as a film score.*
- In some ND Relative clauses, ***which* may refer to the whole situation introduced in the main clause**, as in these examples:
  *We went for a stroll by the river, **which** we hadn't done for a long time.*
  *Ben lent me his scooter for the weekend, **which** was really kind of him.*

### WHAT or THAT

- ***What*** is used as a relative pronoun when it means 'the thing(s) that':
  *Did you hear **what** she said?* (the things that she said...)
- With ***all*** and ***everything***, however, we cannot use *what*; we use *that*, but it is often omitted:
  ***All (that)** I want for my birthday is my friends!*
  ***Everything (that)** I do goes wrong: I feel so stupid!*

**1** **Underline the correct relative pronoun in these sentences.**

1 California is the state *where / which* has the largest population in the US.
2 Tom and Jane are the friends *whose / who* I went to the mountains with.
3 I know a girl *whose / which* eyes are the same colour as honey.
4 Did you see the film *which / when* was on TV last night?
5 I'll never forget the moment *where / when* I saw Mary's eyes for the first time.
6 Can you explain *what / why* you are always so bored when we visit my parents?

**2** **Complete the sentences with *that* whenever it is possible. Write an ✗ in the spaces where the relative pronoun isn't necessary. Use the other suitable pronouns (*whose / where / when / what / why / whom*) in the other spaces.**

1 They're interviewing the woman _____ house was burgled last night.
2 I've just finished seeing the movie _____ you suggested watching. It's great!
3 This is _____ happens when you travel around the world without booking any hotel...
4 Jim McAdams is the boy _____ was picked for the photography competition.
5 Are those the people _____ you are waiting for?
6 I really don't know _____ you insist on doing the shopping on Saturday afternoon.
7 Bologna is the city _____ I was born in.
8 Many centuries ago, _____ this city was just a small village, there was a river here.
9 This is the guesthouse _____ we stayed when we were in Dublin.
10 Who brought the ice-cream _____ is in the freezer?
11 Did you listen to _____ I said?
12 A person _____ purpose is success is referred to as ambitious.
13 This is the man to _____ I owe my life.
14 Sometimes you might not find it in the colour _____ you like the best.

**3** **Look at the picture and complete the dialogue between Helen and her sister Sarah using the sentences in the box to make relative clauses. Look at the example.**



She's sitting next to Pam.
We're having lunch with her.
She always looks after the dogs.
I spend more time with her.
Her husband is a popular anchorman.
She was wearing a red dress.
She lives across the street.
She works as a French teacher.

**Sarah:** So these are your neighbours. They all look really friendly...

**Helen:** Well, they're all fun to be with. The one (1) *I spend more time with* is the black-haired woman on the left. I go jogging with her 3 times a week. She's also the one (2) _____ when I'm on holiday: she's such an angel.

**Sarah:** What about the lady with short hair? She looks familiar.

**Helen:** Of course she does: she's the one (3)_____: remember I told you he works for a local TV? You must have seen her among the audience last week: they interviewed her for a few minutes.

**Sarah:** Oh, right, now I remember. The red dress (4)_____ was fabulous!

**Helen:** Yes, and this is Pam. She's the one (5)_____: her garden is opposite mine and it's the most beautiful in the street. And the blond lady, (6) _____, is Karen: she's the one (7) _____: I'm sure you'll like her.

**Sarah:** Oh, yes. She's the one (8) _____, just like me. I'll be glad to meet her.

**4** **Add commas to the non defining relative clauses you find among these sentences.**

1 Mrs Patterson whose flat is next to mine is a very friendly neighbour.
2 I don't think he is the man whom I saw last night.
3 I remember that years ago when I was just 12 I got lost in the woods while we were having a picnic.
4 You did the right thing which is what matters the most.
5 Kate Winslet who played one of the protagonists in 'Titanic' is one of my favourite actresses.
6 Did you like the camera that Dad gave me for my birthday?
7 The children that are shouting in the street aren't from my school.
8 I seldom visit my cousin in Osaka which is in Japan.

**5** **Join the two sentences without using a relative pronoun.**

0 You are looking at some pictures. Do you like them? *Do you like the pictures you are looking at?*
1 I share my room with a boy. He's Korean. The boy _____.
2 Finding a job is a problem. He isn't worried about it. Finding a job isn't _____.
3 I've asked for a knife. Could you bring it to me? Could you bring me _____.
4 You are drinking a beer. I paid for it. You're drinking _____.
5 Munich is a German city. I was born there. Munich is the German _____.
6 I travelled to Australia with a friend. I've just called him. I've just _____.

**6** **First** **Fill in the gaps with one suitable word.**

When I think of the people (1) _____ have had an important role in my life, I can't help thinking about my first teacher, (2) _____ name was Ellen Grant. Every morning, (3) _____ I and the other pupils got into the class, she used to greet us one by one and spend about 10 minutes asking us (4) _____ we had done the day before. Then, she would tell us about the nice things (5) _____ had happened to her. Her life was quite simple and uneventful, but she was able to turn every single day into an entertaining story (6) _____ we were all keen to listen to. It was only much later that I realised how effective that little trick was in making her lessons so pleasant: school was the place (7) _____ we had fun while learning because Miss Grant, (8) _____ had a great sense of humour, made every class a unique experience. I guess this is (9) _____ in the following years I never felt that school was a boring place (10) _____ had to go to.

**7** 33 **Listen to the sentences and rewrite them as relative clauses, omitting the relative pronoun and changing the position of the preposition.**

The care *you write your CV with* is very important.

1 Please, put a tick next to _____.
2 Are the people _____ from South America?
3 These are the _____.
4 The travelbook _____ of the main hotels in Burma.
5 I hate the music Tom _____.
6 He read the book _____ in his teens.

**8** **Complete the sentences with *what*, *that* or nothing (✗).**

1 Claude Monet was such a great artist. I love all _____ he painted.
2 I don't agree with everything _____ he says.
3 Do you understand _____ I mean?
4 All the people _____ are sitting at that table come from my hometown.
5 _____ you did is unforgivable.
6 This dark soil is just _____ we need to plant the primroses.

**9** **First** **Complete the second sentence so that it has a similar meaning to the first using the word in brackets. You must use between 2 and 5 words.**

1 That's where I went last weekend. (that)
That's the place _____ last week.
2 This woman had her suitcase stolen. (was)
This is the woman _____ stolen.
3 They saw her with that man. (the)
That's _____ with.
4 Does he want this for Christmas? (wants)
Is _____ for Christmas?
5 I live in a town near York. (is)
The town _____ near York.
6 I live in Antibes. It's near Nice. (is)
I live in _____ Nice.
7 A mouse is for moving the cursor. (use)
A mouse is a device _____ the cursor.
8 He's singing a song. Do you know it? (the)
Do you _____ singing?

# Linking words (1)

- Linking words are expressions that **connect words, phrases, sentences or paragraphs in order to make a text easier to read**. Here is a list of the main ones according to their function.
- The expressions with an ***asterisk*** are mostly found in **formal texts**:

## Organising paragraphs and adding ideas / points

- **Listing points as a sequence** (the expressions below, which are typically followed by a comma):
  *firstly / to begin with / for a start / in the first place* (opening point)
  *secondly / next / another point is (that)* (middle points)
  *finally / last but not least* (closing point)
- **Adding ideas or information**
  **at the beginning of a sentence:** *in addition / what's more / furthermore* / also / moreover* / also / on top (of that) / besides* (+ comma)
  **in mid position:** *apart from / besides / as well (as)* / too / also*
- **Introducing a new point:**
  *as regards / as for / as far as ... is concerned* / with reference to* / with regard to* / with respect to* / in respect of* / turning to / when it comes to*

## Clarifying and comparing ideas (similarity and contrast)

- **Giving examples to clarify a point or idea:**
  *i.e.** (= that is) / *e.g.** (= for example) / *namely* / a case in point is... / for instance / such as* / like / say* (between commas, informal)
- **Showing similarity:**
  *similarly / in the same way* (+ comma) / *just as... so / likewise*
- **Expressing contrast:**
  *despite / in spite of* (+ noun) / *although / though / even though* (+ clause) / *despite the fact that / in spite of the fact that* (+ clause)
  *in spite of this / despite this / even so / however / nevertheless* / nonetheless* / and yet / on the other hand / at the same time / conversely* (+ comma)
  *by contrast / on the contrary* (+ comma) / *instead (of) / while / whereas / as opposed to / but / unlike*

## Drawing conclusions (+ comma)

- **Reformulating and rephrasing:**
  *in other words / to put it briefly* / in short / in a nutshell*
- **Generalising:**
  *all in all / by and large / on the whole / broadly/generally speaking / as a rule / in general / in most cases*
- **Concluding:**
  *in conclusion / to sum up / to summarise / in the end / all things considered / in the end*

## Examples

### Organising, listing and introducing points

*There are several reasons why you should quit smoking. **Firstly**, it's harmful for your health. **What's more**, it has become an expensive habit. **Last but not least**, the smell of cigarettes is unbearable and it makes me sick.*
***As far as** the price **is concerned**, the company has decided that the new smartwatch will be available for $350.*

### Comparing

***Just as** I wanted to be a doctor, **so** my twin brother wanted to be an actor.*
*We should be stopping terrorists from operating, **as opposed to** chasing them after they've attacked.*

**Examples**

**Clarifying**

*There are four sections in the test,* ***namely*** *speaking, listening, reading and writing.* (= more precisely)
*Lack of communication causes serious problems in a relationship and their marriage is* ***a case in point****.* (a very clear example of something)
*If someone earns,* ***say****, 15,000 pounds a year, is he eligible for any child benefit?*

**Summing up and concluding**

*To put it* ***briefly****, he lacks musical ability.*
***All in all****, it was a great trip, although we had a few problems on the way there.*
***To sum up****, we need to focus our energies away from theoretical debates and address the issues with a practical approach.*

**1** **Match the two parts of the sentences.**

| | | | |
|---|---|---|---|
| 1 | ☐ I had my wallet stolen and | a | all in all, I'm a happy person. |
| 2 | ☐ Well, I have a few health problems, but | b | when it comes to studying science. |
| 3 | ☐ Experts suggest using antiseptic on surfaces | c | that you had decided to leave? |
| 4 | ☐ I love reading but I have trouble | d | such as armrests and tray tables. |
| 5 | ☐ As for that boy, | e | what's more, I got a parking ticket. |
| 6 | ☐ Why didn't you tell me in the first place | f | I don't think he's going anywhere in life. |

**2** **Underline the correct alternative.**

1 She's extremely rich; h*owever / on the other hand*, she isn't snobbish.
2 It was cold and windy. *In the same way / Nevertheless*, I went for a walk.
3 That house isn't big enough for us, and *yet / furthermore* it's too expensive.
4 We live in the same building; *even though / despite this*, we hardly see each other.
5 *Despite / Although* being twins, Emma and Sara look very different.
6 The neighborhood isn't very interesting. I like the house, *moreover / though.*
7 Stephanie cooked the carrots, *nonetheless / whereas* her brother prepared the broccoli.
8 I prefer reading classic sci-fi books *for example / such as* 'The Day of the Triffids' or 'The Time Machine'.

**3** **Fill in the gaps with the correct phrase from the box.**

as a rule  as regards  in a nutshell  in the end  instead  on top of that  whereas  yet

1 My sister's hand-writing is always so neat, _____ mine is a total mess.
2 I got a low mark, but the teacher said I have improved a lot _____.
3 _____, the swimming pool is less crowded early in the morning.
4 I suppose that, _____, it is for you to decide how to raise your kids.
5 I was happy for her and _____ I was upset that I was no longer the baby in the family.
6 We missed the bus and, _____, it started raining.
7 Here's our proposal: _____, we want to sell our business to you.
8 _____ the hotel, our experience was excellent.

## 4 First Choose A, B, C or D to fill in the gaps.

Studying at University may have a number of benefits. (1) ____, students can expand their social networks by meeting people from diverse backgrounds, they can form long-lasting friendships, and develop their social lives. (2) ____, during tutorial sessions, students can learn more effective communication skills. Through this experience, they can (3) ____ learn to negotiate, collaborate and compromise. Students can (4) ____ become critical thinkers and become more open-minded about the world as they see it. (5) ____, they can learn how to develop arguments and support them with evidence from reliable sources. Other skills include independent learning, (6) ____ time and workload management. (7) ____, with the ideas presented above, it is quite evident that University attendance can play a vital role in social and professional skill development, (8)____.

| | | | | |
|---|---|---|---|---|
| 1 | A All in all | B To begin with | C Besides | D Therefore |
| 2 | A Despite this | B However | C Moreover | D For this reason |
| 3 | A likewise | B instead | C even so | D too |
| 4 | A whereas | B last but not least | C to sum up | D also |
| 5 | A On the whole | B In addition | C But | D Although |
| 6 | A on top of that | B in spite of | C as well as | D on the contrary |
| 7 | A On the other hand | B Nevertheless | C Furthermore | D In conclusion |
| 8 | A too | B also | C even | D in short |

## 5 34 Listen to 5 quotes from the works by Margaret Atwood, Oscar Wilde, John Dos Passos, Eric Fromm and Henry David Thoreau: match the statements to each speaker. There is one extra statement.

A To begin with, a novelist should create characters.
B There has always been a lot of prejudice against Christians. — Speaker 1 ☐
C Feelings and passion are more important than technique when it comes to playing the piano. — Speaker 2 ☐
D Men dislike seeing blood because it recalls the idea of pain and physical suffering. — Speaker 3 ☐
E The opinion of country people as regards any public question is more important than what city dwellers think. — Speaker 4 ☐
F The Old Testament has often been misunderstood as well as being read less than the New Testament. — Speaker 5 ☐

## 6 First Complete the second sentence so that it has a similar meaning to the first using the word in brackets. You must use between 2 and 5 words.

1 In spite of the rain we went for a swim. (although)
We went for a swim _____.

2 She didn't offer chocolates to us. She ate them all. (instead)
_____ to us she ate them all.

3 The sea was very rough, yet nobody was seasick. (spite)
Nobody was seasick in _____.

4 Dave's clever and he's also very friendly. (well)
As _____ clever, Dave's very friendly.

5 They let us in though we were late. (delay)
They let _____.

6 The book's dull; what's more, it's long. (top)
The book's dull; _____, it's long.

UNIT

# 31 Linking words (2)

- Linking words can also be used to talk about the reason for something, the purpose, or to express conditions for something to happen.
- The expressions with an asterisk are used in formal English.

## Reason and cause

- **Expressions followed by a noun:**
  *because of / owing to / due to / on account of / for / as a result of / as a consequence of*
  *We couldn't find the way back home **on account of** the fog.*
  *My bad mood was **due to** the horrible weather.*
- **Expressions followed by a clause:**
  *since / as / because / for* / due to the fact (that)*
  ***Since** it was my first time in Paris, the first thing I visited was the Eiffel Tower.*
- **At the beginning of a sentence (+ comma):**
  *as a result / as a consequence / for this reason / therefore* / thus* / that's / this is why* (+ clause)
  *There was a flood in November. **As a result**, the houses in that area were all heavily damaged.*

## Purpose

- **Expressions followed by a verb in the infinitive:**
  *in order to / so as to / to*
  *He built a wall around the house **in order to** protect himself from wild animals.*
- **Expressions followed by a clause with a subject:**
  *in order that / so that / so*
  *I'll give you a pencil **so that** you can draw the face of the man that mugged you.*

## Condition

- **Expressing conditions in general:**
  *if / unless* (=if not) */ if so / if not / if necessary / if possible*
  *I may be late. **If so**, could you order pizza for me?*
  *I won't go to work **if** I don't feel better on Monday.*
  *I won't go to work **unless** I feel better on Monday.*
- **Underlining the specific condition:**
  *provided / providing (that)* / on condition (that)* / as long as*
  *You can borrow my bike **as long as** you bring it back by tomorrow.*
- **Taking precaution for events, often referring to the future:** *in case*
  *I'll pack a few sandwiches **in case** we decide to have lunch in the park.*

## Other useful linking words

- **stating initial situation:** *at first / in the beginning*
  ***At first** I felt ill at ease, but after a while I started enjoying the party.*
- **final outcome:** *eventually / in the end*
  I wanted to see a horror film but we ***eventually*** chose a drama.
- **objective point of view:** *according to*
  ***According to** scientists, depression could be an allergy.*
- **personal view:** *in my opinion*
  ***In my opinion** this book is awful, but according to this review it's great.*
- **introducing new topics (informal):** *by the way*
  ***Bye the way**, did you remember to back up the file?*
- **contradicting previous statement:** *actually / in fact / as a matter of fact / indeed*
  *I'm not mad about football: **in fact**, I hate it!*
- ***expressing attitude:***
  *to be honest / frankly → I like Tom a lot, but **to be honest**, I don't feel like having a holiday with him.*
  *to my surprise → I expected him to be late, but, **to my surprise**, he was even early this time.*
  *apparently → **Apparently**, the man managed to get away with the jewels. (= it seems that...)*
  *naturally / of course / undoubtedly / admittedly → **Admittedly**, he's better than me.*

*arguably / presumably /most probably → He's **arguably** the best candidate for Prime Minister.*
*fortunately / luckily - unfortunately → **Unfortunately**, we lost the match.*
*if i may say so → **If I may say so**, Lorna's new hairstyle is appalling.*

**1** **Underline the correct alternative.**

1 We'll have to buy another TV *in case / unless* you can repair it.
2 *Provided / So* that you study regularly, you will get good marks.
3 We got there in time *in spite / on account of* the heavy traffic.
4 I'd like to pack today so *that / as* to be ready to leave early tomorrow morning.
5 His accident was *owing / due* to excessive alcohol consumption.
6 The weather forecast said it'd be sunny. *Therefore / Nevertheless*, I decided to take along my umbrella.
7 Could you tell me if you can bring it today? *If not, / As a consequence*, I'll have to pick it up myself.
8 At the farm there were horses, cows as *long / well* as donkeys and goats.

**2** **First** **Fill in the gaps with a suitable word.**

Yesterday evening two ships collided in thick fog in the English Channel. One was a cargo boat carrying fruit to London, (1) ____ the other was a British Rail ferry on its regular run from Dover to Dunkirk. (2) Even ____ there were no casualties among the crews or the passengers, both ships were holed close to the waterline. According to eye witnesses (3) ____ of the vessels was going very fast at the time of the accident. (4) ____ , the captains did not realise the danger until seconds before the collision on (5) ____ of the weather conditions. As a (6) ____ , there was insufficient time for them to avoid the accident. In (7) ____ of the damage, the two ships managed to reach the nearby port of Dunkirk. A spokesman for the port authorities said (8) ____ a committee of enquiry (9) ____ be set up in (10) ____ to ascertain the cause of the collision.

**3** **First** **Complete the second sentence so that it has a similar meaning to the first using the word in brackets. You must use between 2 and 5 words.**

1 We went for a walk despite the heavy rain. (raining) _____ heavily we went for a walk.
2 I study English because I want to work in London. (order) I study English _____ work in London.
3 I'll come only if you pick me up from home. (long) I'll come _____ me up from school.
4 I'm hungry now because I didn't have lunch. (as) _____ lunch I'm hungry now.
5 I therefore think we will find a solution. (reason) _____ we will find a solution.
6 I think Di Caprio deserved to get the Oscar. (my) In _____ deserved to get the Oscar.
7 Nobody can deny Italian cuisine is awesome. (arguably) Italian cuisine _____ awesome.
8 We ended up having some pizza delivered. (eventually) We _____ delivered.

**4** 35 **First** **Listen to 5 people giving tips to anyone dealing with an oral exam. Choose from the list (A-F) what each speaker says. There is one extra letter which you do not need to use.**

A Remember that the examiner wants you to do well, so try not to sound too nervous when you talk.
B I'd suggest making eye contact with the examiner and show that you are enjoying the conversation.
C Candidates should avoid giving short answers and waiting for the examiner to ask lots of questions.
D You must prove that you are able to interact and exchange your opinions with someone else.
E If you neglect your body language, you may give the impression of being afraid of the examiner.
F A candidate should never express opinions that are not shared by the examiner.

Speaker 1 ☐ Speaker 2 ☐ Speaker 3 ☐ Speaker 4 ☐ Speaker 5 ☐

UNIT

# 32 Word order

- English has **precise rules regarding syntax**, so in most cases **we cannot move a phrase or an adverb wherever we want to**. As for the rules on the position of adjectives and adverbs see Units 10 and 11.
- When deciding where to place a phrase in a sentence, remember you must **never put anything between the main verb and the Direct or Indirect Object**. For the position of the other phrases in a sentence look at the rules below this example.

| subject | verb | object | rest of the sentence |
|---|---|---|---|
| *I* | *like* | *pizza* | *very much* |

(not: *I like very much pizza*)

## Direct Object or Indirect Object

- When there are both **a direct and an indirect noun object** you can choose between **two structures**:

| Verb + Indirect Object (IO) + Direct Object (DO) | | | Verb + Direct Object (DO) + TO + Indirect Object (IO) | | | |
|---|---|---|---|---|---|---|
| *I gave* | *John* | *an apple* | *I gave* | *an apple* | *to* | *John* |

- However, **when the sentence has a noun and a pronoun, the pronoun always goes first.**

| | | | | | | |
|---|---|---|---|---|---|---|
| *I gave* | ***him*** | *an apple* | *I gave* | ***it*** | *to* | *John* |

- When both the **direct and indirect object are pronouns** you must always use this order:
  **verb + DO (Pronoun) + TO + IO (Pronoun)**
  *I gave **it** **to** **him***
- After some verbs followed by Direct Object – like *buy, get, find, book* or *make* – we use the preposition FOR + Indirect Object
  Example: *Mum will make us a cake.* → *Mum will make a cake **for** us.*

## Position of prepositional phrases after object

- **After the Object** the very next prepositional phrase in a sentence usually refers to **place**.
- **Phrases and adverbs of time come at the end** of the sentence, however (*) they can also be placed **at the beginning** when the sentence isn't a question.

| subject | verb | Direct Object or Indirect Object | prepositional phrases | |
|---|---|---|---|---|
| | | | place and other phrases | time* |
| *Tom* | *has* | *lunch* | *at school* | *every day.* |
| *My parents* | *often go* | | *to work by car* | |
| *Did you* | *tell* | *Fred* | *about the plan* | *last night?* |
| *He* | *wasn't* | | *in the car with me.* | |
| *The teacher* | *will give* | *us a lot of homework* | | *for tomorrow.* |
| *We* | *went* | | *to Greece for a holiday* | *in 2001.* |

- With more than one phrase related to place, time or other aspects, the order of the phrases is the following:
  *I left my umbrella **on a chair in the kitchen*** (both refer to place but the chair is smaller than the kitchen)
  *What were you doing **at 3 o'clock yesterday?*** (both refer to time but 3 o'clock is smaller than the whole day)

**1** **Complete the following sentences with the missing phrases from the box below.**

| on holiday | to Paris | all afternoon | next year | in Holland | my parents |
|---|---|---|---|---|---|

1 I'll spend a week _____ with Grandma.
2 _____ Jane will be in year 4.
3 Adam is _____ in the US at the moment.
4 Every June I go to Sardinia with _____.
5 Did you play computer games _____?
6 I'll travel _____ by plane.

**2** **Are these sentences right (✓) or wrong (✗)? Correct the wrong ones.**

1 We go every day to the beach with them. ☐ _____
2 On Friday our teacher doesn't usually give us homework. ☐ _____
3 Are your cousins coming to France for Christmas? ☐ _____
4 Giorgia speaks very well English and French. ☐ _____
5 That mp3 player is mine: give me it. ☐ _____
6 Who was the Nobel Peace Prize won by in 1979? ☐ _____
7 Today we're having lunch at the school canteen. ☐ _____
8 Tom is holding in his hand his diary. ☐ _____

**3** **Substitute the underlined words with a personal pronoun and change the sentence structure as necessary. Look at the example.**

0 I'll give these apples to my grandson. *I'll give him these apples.*
1 Could you send Alice your new phone number? _____
2 You can't ask these things to Hanna: she's so touchy. _____
3 I must forward this message to my boss. _____
4 Maria brought David some souvenirs from Ireland. _____
5 Can you show the guests their rooms, please? _____
6 I must buy my son two sandwiches tomorrow. _____

**4** **Write numbers in the boxes before each phrase to indicate their order in the sentences.**

1 I'm meeting ☐ at her place ☐ after school ☐ Jackie.
2 We must read ☐ tomorrow ☐ carefully ☐ the contract.
3 We're ☐ going ☐ to Liverpool ☐ by car ☐ definitely ☐ next week.
4 The lady ☐ asked ☐ later ☐ Mr Jones ☐ to call ☐ politely ☐ her.
5 They will ☐ send ☐ to you ☐ probably ☐ it ☐ next week ☐ by courier.
6 We've ☐ bought ☐ lovely ☐ for Emma ☐ blouse ☐ a ☐ just ☐ silk.
7 I'll be ☐ at the end ☐ in Greece ☐ of March ☐ with some friends ☐ on holiday.
8 He likes to spend ☐ in the mountains ☐ his holidays ☐ in a little cottage ☐ alone.

**5** **First** **Complete the second sentence so that it has a similar meaning to the first using the word in brackets. You must use between 2 and 5 words.**

1 Aidan usually drives to work on Mondays. (goes) Aidan usually _____ on Mondays.
2 The little boy greedily ate the chocolates. (greed) The little boy ate _____.
3 Please, write your details in this form. (fill) Please, _____ your details.
4 He's likely to go there on foot. (walk) He will _____ there.
5 I asked them to book me a flight tomorrow. (for) I asked them to _____ tomorrow.
6 Can Dave borrow your car, Dad? (lend) Can _____ Dave, Dad?

**6** 36 **Listen to 6 students making syntax mistakes while speaking. Rewrite the sentences you hear in the correct way.**

1 _____
2 _____
3 _____
4 _____
5 _____
6 _____

UNIT

# 33 Subject and object questions

- Questions normally require the inversion of an auxiliary (be, do or modal verb) and the subject; however, **when the WH- pronoun or adjective is the subject of a question, the structure is the same as in affirmative sentences**. Compare these two examples:

Subject ↓

*Who did **he** pick up from the station?* (he picked somebody from the station)

Subject ↓

***Who** picked him up from the station?* (somebody picked him from the station)

- You can better understand this difference if you look at the answers to these questions:
  ***Who** did he pick up from the station? He picked up **his brother** from the station.*
  ('who' refers to the object = his brother)
  ***Who** picked him up from the station? **Samuel** picked him up from the station.*
  ('who' refers to the subject that picked him up)
- ***who***, ***what*** and ***which*** can all be the subject of questions; in less frequent cases you may also find ***whose***, ***how many*** or ***how much***. Look at the examples:
  ***Who** killed Abraham Lincoln?*
  ***What** is going on?*
  ***Which of those children** won the drawing contest?*
  ***Whose father** wants to talk to the teacher?*
  ***How many students** took part in the race?*

## Questions with final preposition

- When a question starting with ***who***, ***what*** or ***which*** contains a verb that is followed by a preposition, **the preposition is at the end of the question**:
  ***What** are you looking **at**?*
  ***Which** book are they talking **about**?*
  ***Who** is this parcel **for**?*
- In **spoken English** you can often **omit the verb** when asking this type of questions during a conversation:
  *Can you give me your phone number?*
  ***What for?***
- In **formal English** we may find **prepositions before the WH- question word**, but this happens very rarely:
  ***In what** kind of hobbies is your sister interested?*
  ***In which of these teams** of Formula 1 did Michael Schumacher run?*
- When referring to a person, **you must use *whom* if the preposition is placed at the beginning** of the question:
  ***To whom** did you give your address?*
  ***With whom** would you like to speak?*

**1** **Underline the correct alternative.**

1 What *did it happen / happened* yesterday?
2 Who's *meeting / is he meeting* tomorrow?
3 Which colour *suits / does it suit* me the best?
4 Who *will he clean / will clean* up this mess?
5 Which of these people *worked / did you work* for?
6 What kind of car *does Adam have / has Adam*?
7 Who *are you sending / is sending* the photos to?
8 Which cat *ate / did it eat* all the fish?
9 Which US States *start / do they start* with C?
10 What *means this word / does this word mean*?
11 How much rain *fell / did it fall* during the flood?
12 Who *did he win / won* the US election in 2008?

**2** **Match the questions on the left (1-8) to the answers on the right (a-h).**

1 ☐ Who can cook well in your family?
2 ☐ What did you tell Dad?
3 ☐ Which of your CDs did you sell?
4 ☐ Who told you about it?
5 ☐ What can you cook?
6 ☐ Who sold you these CDs?
7 ☐ Which of these boys does Sally like?
8 ☐ Which of these boys likes Sally?

a Miriam told me.
b I bought them online.
c My dad can. He makes delicious pizzas.
d She likes the dark-haired one.
e I told him we had lost his credit card.
f The one with blue eyes. He's in love with her.
g I only sold the one my ex boyfriend gave me.
h Actually, I can only make omelettes.

**3** **Build suitable questions based on the underling parts in the given answers. Look at the example.**

0 I went to Vietnam with my sons. *Who did you go to Vietnam with?*
1 They were interested in western films. _____
2 I have just paid for the small coke. _____
3 Laura is going to do the shopping. _____
4 Richard III was killed by Henry Tudor. _____
5 World War I began in 1914. _____
6 He has to buy some milk for tomorrow. _____
7 The subject of this poem is the 'dark lady'. _____
8 I prefer the blue scarf to the red one. _____

**4** **First** **Complete the second sentence so that it has a similar meaning to the first using the word in brackets. You must use between 2 and 5 words.**

1 Who was arrested this morning? (police) Who _____ this morning?
2 What causes the greenhouse effect? (by) What's _____?
3 Who borrowed your bike? (lend) Who _____ to?
4 Who sold it to you? (buy) Who _____?
5 Which of them makes you feel bored? (find) Which of them _____?
6 What's the meaning of 'FBI'? (stand) What _____?

**5** 37 **Listen to the synopsis of a famous Victorian love story and complete the questions based on the answers provided.**

1 Who _____? Emily Brontë wrote 'Wuthering Heights' in the Victorian Age.
2 What _____? It's about the love story between Catherine and Heathcliff.
3 Who _____? She marries Edgar Linton.
4 Who _____ Isabella Linton? Heathcliff marries her because he wants to ruin her.
5 Which _____? The two narrators that tell the story are Nelly Dean and Mr Lockwood.
6 Who _____ marry? She'll marry Hareton.

UNIT 34

# Question tags; *So / Neither / Nor do I*

- Question tags are the short questions at the end of sentences – particularly in everyday English. They are built by using **auxiliaries (or modal verbs) and personal pronouns**.
- **If the main part is positive, the tag is negative; if the main part is negative the tag is positive:**
  *It's cold, **isn't** it?*
  *Anna **hasn't** got any brothers or sisters, **has** she?*
  *I **should** have invited him, **shouldn't** I?*
  ***Nobody** showed up, **didn't they?*** ('they' is used as a pronoun for somebody, nobody, everybody. etc.)
  ***Nothing** can stop us, **can it?*** ('it' is used as a pronoun for nothing, something, everything, etc.)
- When the main sentence has no apparent auxiliary, as in **affirmative sentences with present and past simple**, you use **don't / doesn't / didn't** in the tag:
  *You **have** a son, **don't** you?*
  *Anne **went** to Cardiff by train, **didn't** she?*
- The tags used with **sentences starting with Let's... / Don't... / I'm...** use specific tags. Look at the examples:
  ***Let's** have a swim, **shall we?*** (suggesting an activity)
  ***Don't** call me before 3pm, **will you?*** (asking someone to do something)
  ***I'm** late, **aren't I?***
- Their function depends on context and intonation: when the voice goes down (↘) in the tag you are checking if someone agrees with you, giving them an order or you don't expect an answer as it's more like a statement; if the voice goes up (↗) you're asking a genuine question.

| | |
|---|---|
| *The view from here's fantastic, **isn't it?*** ↘ | (do you agree with me on the fact it's beautiful?) |
| ***Don't** do that again, **will you?*** ↘ | ( don't do that, ok? - an order) |
| *You **haven't** seen my glasses, **have you?*** ↗ | (have you seen them by any chance? - real question) |
| *You **couldn't** make me some tea, **could you?*** ↗ | (please, make me some tea - request) |

## *So / neither / nor do I*

- When you want to **show agreement with someone's statement in a conversation** you use ***so / neither*** **(or *nor*) + auxiliary / modal verb**:

| | | |
|---|---|---|
| affirmative statement: | *I **love** lasagna.* | ***So do I.*** |
| negative statement: | *I **can't** swim.* | ***Neither can I.*** (or: ***Nor can I***) |

- If you want to show **disagreement you use the auxiliary or modal in the opposite form**:

| | | |
|---|---|---|
| affirmative statement: | *I had some tea.* | ***I didn't.*** (negative response) |
| negative statement: | *I won't go there.* | ***I will.*** (affirmative response) |

- To show agreement you can also use '**Me, too.**' and '**Me, neither.**'
- **So / Neither / Nor** can also be used for **other persons**:
  *Karen **works** from home and **so does her husband**.*
  *John and Rebecca **haven't left** yet and **neither have we**.*
  *I **didn't like** the film but **my sister did**.*

## Other functions of question tags and auxiliaries

- **Question tags and auxiliaries / modals** can also be used to show **interest or surprise** when someone tells you something or to **avoid repeating the main verb**:

| | | |
|---|---|---|
| *Jeff **bought** a new car last week.* | ***Did** he?* | (Really?) |
| *I've **won** 1,000 pounds.* | ***You haven't, have you?*** | (I can't believe it!) |
| *Mary **looks** happier than **she did**.* | | ('did' replaces 'looked') |
| *Anne said she **couldn't speak** French but she **can**.* | | ('can' instead of 'can speak') |
| *Don't you like pizza?* | *I **do like** it but I don't want it now.* | (do + verb emphasises the verb) |

**1** 38 **Listen to these sentences and put a tick under the intonation symbol ↗ (up) or ↘ (down).**

| | | ↗ | ↘ |
|---|---|---|---|
| 1 | Shut up, can't you? | ___ | ___ |
| 2 | You couldn't give me a lift downtown, could you? | ___ | ___ |
| 3 | Banks close at 5 pm, don't they? | ___ | ___ |
| 4 | It was a lovely concert, wasn't it? | ___ | ___ |
| 5 | Terry's daughter has lovely blue eyes, doesn't she? | ___ | ___ |
| 6 | You haven't found my earring in your car, have you? | ___ | ___ |

**2** **Underline the correct alternative.**

1 You think you're better than me, *do / don't* you?
2 She's never on time, *is / isn't* she?
3 There weren't many people, *did / were* there?
4 Pam has tea every afternoon, *hasn't / doesn't* she?
5 Nobody did their homework today, did *he / they*?
6 I'm not very good at playing cards, *aren't / am* I?
7 They'll call me soon, *will / won't* they?
8 Don't waste your pocket money, *do / will* you?
9 She'd love to go to Japan, *wouldn't / hadn't* she?
10 We'd already met them, *hadn't / didn't* we?

**3** **Complete the following sentences with the correct question tag.**

1 You were at home last night, _____?
2 Kate Winslet has brown eyes, _____?
3 You can't speak Russian, _____?
4 Rob had a holiday in Venezuela, _____?
5 It's raining hard tonight, _____?
6 I shouldn't drink so much coffee, _____ ?
7 You haven't seen my memory stick, _____?
8 Let's have a break now, _____?
9 I'm making too much noise, _____?
10 Your niece will be 18 next year, _____?
11 Don't forget to buy the batteries, _____?
12 There's going to be a strike, _____?
13 You wouldn't have walked to work, _____?
14 You've been told about Nancy, _____?

**4** **Read the sentences and complete the missing parts with the correct forms to show agreement or disagreement. Look at the example.**

0 Chinese people like tea *and so do English people.* (English people)
1 Children can't drink coffee but _____ (adults).
2 English students have to wear school uniforms but _____ (French students).
3 The number of cars is growing and _____ (environmental issues).
4 We had to use landline phones to call people in 1980 but _____ now. (we)
5 The Irish flag's got a green band and _____. (the Italian flag)
6 British women couldn't vote in 1910 but _____ now. (they)
7 Chickens can't fly and _____. (penguins)
8 Facebook didn't exist in 1990 and _____. (Twitter)

**5** **First** **Complete the second sentence so that it has a similar meaning to the first using the word in brackets. You must use between 2 and 5 words.**

| | | |
|---|---|---|
| 1 | Have you met Jane yet? (know) | You don't _____ you? |
| 2 | Both Karen and Jake had a dog. (so) | Karen had a dog _____ Jake. |
| 3 | I play tennis better than him. (he) | I play tennis better _____. |
| 4 | Clay and Rose were both late. (was) | Clay wasn't on time _____ Rose. |
| 5 | Both my parents dislike horror movies. (nor) | My mother doesn't like horror movies _____. |
| 6 | What about going to Paris? (go) | Let's _____ we? |
| 7 | He agreed to go though he didn't want to. (did) | He didn't want _____. |
| 8 | Don't you think this is the best one? (it) | This is the best one _____? |

UNIT

# 35 Prepositions

| | TIME | PLACE |
|---|---|---|
| **AT** | • hour / meal → *at 7 pm* - *at lunchtime*<br>• holidays → *at the weekend* - *at Easter*<br>• now → *at the moment* - *at present* | • places in town → *at the station* - *at the market*<br>• points → *at the door* - *at the traffic lights*<br>• events → *at a party* - *at a concert* |
| **ON** | • days → *on Saturday* - *on 12th October*<br>• day + part → *on Wednesday mornings*<br>• special dates → *on New Year's Eve* | • surfaces → *on the wall* - *on the floor*<br>• large means of transport → *on the bus* - *on a plane*<br>• 2 wheels/4 legs → *on a horse* - *on my scooter* |
| **IN** | • months, seasons → *in May* - *in summer*<br>• years / centuries → *in 1950* - *in the 18th century*<br>• longer periods → *in the Middle Ages*<br>• within → *in a week* - *in a few days* | • inside a 3D space → *in a room* - *in an office*<br>• towns, regions, states → *in York* - *in Alaska*<br>• countries, continents → *in Italy* - *in Asia*<br>• smaller means of transport → *in a car* - *in a canoe* |
| **BY** | • no later than → *by Wednesday* (= before) | • near/next to → *by the sea* - *by my side* |
| **TO** | • until → *from Monday to Friday* | • towards → *(go) to the station* - *(fly) to Toronto* |

## Fixed expressions - Time

- **at** dusk - **at** dawn - **at** sunset - **at** that time - **at** the same time - **at** the age of - **at** times (= sometimes)
- **on** strike - **on** duty - **on** holiday - **on** a diet - **on** occasion - **on** business (particular times in one's life)
- **in the** morning - **in the** afternoon - **in the** evening → **BUT: at** night
- **in the** past - **in the** present - **in** (the) future - **in the** meantime
- **by** the time (= when) - **by** then - **by** now (mostly used with perfect tenses - see units 6 and 9)

## Fixed expressions - Place

- **at** home - **at** work - **at** school/college/university - **at** reception - **at** church **BUT: in** a church (inside)
- **on** the west coast - **on** the Mississippi - **on** the border - **on** the first floor **BUT: by** the sea/lake/river (= near)
- **on the** left / right - **on** a list / menu / directory - on the way (to) - **on** a diet - on (the) Earth
- **on** TV - **on** the radio / the phone / the Internet - **on** a farm - **on** a trip / tour / cruise - **on** the outskirts
- **in** a city/town/village - **in the** country(side) - **in the** mountains **BUT: at** the seaside / at the beach
- **in** the south-west (inside an area) **BUT: to** the south-west (outside an area) - **on** the south-west coast
- **in** hospital - **in** prison - **in** bed - **in** town (= in the centre) - **in** Parliament
- **in** a line / queue / row - **in** a road / street / square - **in** Downing Street **BUT: at** 10, Downing St (address)
- **in** a picture - **in** a book - **in** the news - **in** a magazine - **in** a mirror
- **in** the sky - **in** the rain - **in** the shade - **in** the sun - **in** the dark
- **by** car - **by** train - **by** plane - **by** ferryboat (general transport) **BUT: on** foot
- **by** Friday (no later than a date) **BUT: in** 3 days (within a given period of time)

## Confusing expressions

- **at the bottom** of the page (in the lower part) **BUT: on the bottom** of a glass / bottle / box (touching the surface)
- **at the beginning / end of** a period **BUT: in the beginning** (= initially / **at** first) - **in the end** (= eventually)
- **at the back** of a room **BUT: in the back** of a car - **on the back** of a piece of paper / my passport
- **at the front** of a hall **BUT: in the front** of a taxi - **on the front** of an envelope
- **in time** (no later than the right time) **BUT: on time** (exactly at the right time)
- **in the sea** (swimming or underwater) **BUT: at sea** (sailing) - **at the seaside** / beach (leisure activity)
- **in the corner** (inner part) **BUT: on / at the corner** (outer part)
- **by car - by train** (general transport) **BUT: in** my car - **on** the 7.30 train (specific transport)

**Expressions without prepositions**

- Prepositions are not used in expressions like 'last year' or 'next Sunday':
  ***Last summer*** *I went to Rome.*
  *What are you doing* ***next weekend?***
- Do not use the preposition ***to*** before ***home, there, here***:
  *I'd better* ***go home****: it's late. / Why don't you* ***come here*** *by car? / We* ***rushed there*** *as soon as we could.*

**1** **Underline the correct alternative.**

1 Did you have lunch *at / on / in* your grandmother's *at / on / in* New Year's Day?
2 I woke up *at / on / in* half past 5 *at / on / in* the morning although I'd gone to bed late *at / on / in* night.
3 They left for Amsterdam *at / on / in* September 21st and they'll be back *at / on / in* Friday evening.
4 George was sitting *at / on / in* his desk *at / on / in* his office when I got in.
5 My aunt lives *at / on / in* the top floor of a very tall block of flats *at / on / in* Market Street.
6 How many people used to live *at / on / in* this village *at / on / in* the Middle Ages?
7 I'm never *at / on / in* home *at / on / in* lunchtime.
8 I'll meet you and Cindy *at / on / in* the café *at / on / in* the shopping centre.

**2** 39 First **Listen to the recording of two candidates choosing a picture for an article on beautiful bedrooms in an interior design magazine. Then answer the questions.**




1 ☐ Which room does the girl like? _____
2 ☐ Which room does the boy find closer to his personal taste? _____
3 ☐ Which room does the girl find unsuitable for her? _____
4 ☐ Which room do both candidates dislike? _____
5 ☐ Which room contains a few items of furniture that the boy doesn't like? _____
6 ☐ Which room do the boy and the girl eventually agree on? _____

**3** **Fill in the blanks with the correct preposition choosing between *at, on, in, by* and *to*.**

1 Sorry, Jennifer's busy __ the moment. Can you call back __ a few minutes?
2 Mr Reynolds usually goes __ work __ train, but today he went there __ his car.
3 When I'm __ the seaside I prefer lying __ the shade.
4 The newsagent's is __ the corner __ the end of this road.
5 Shall we do the exercise __ the top of page 12 or the one __ page 13?
6 You must put your signature __ the white box __ the back of your credit card.
7 Scotland is __ the north of England __ the UK.
8 Our seats are __ Row 3 __ the front of the theatre.
9 The train __ Leeds is usually late, but today it's __ time.
10 Hotel guests must hand in the keys __ reception __ 10.30 at the latest.

**4** **Seven of these sentences contain a mistake. Find it and correct it.**

1 When I go somewhere by car I usually sit at the front seat. ____
2 While I was at the doctor's I found an interesting article on the newspaper. ____
3 Could you wait in the hall, please? I'll be there in a moment. ____
4 He caught pneumonia after standing under the rain all night. ____
5 I don't think I'll go to the stadium the next Sunday. ____
6 We often spend a week in the mountains in January. ____
7 I found a very nice jacket in the town. ____
8 Do you often come to here on Saturday afternoons? ____
9 There aren't many types of wine in this list. ____
10 Greg was at the hospital visiting his grandfather. ____

**5** **First** **Complete the second sentence so that it has a similar meaning to the first using the word in brackets. You must use between 2 and 5 words.**

1 My brother usually walks to school (foot)
My brother usually _____ .
2 The view is wonderful when the sun goes down. (sunset)
You have a _____ .
3 Romanticism started in the late 18th century. (end)
Romanticism started _____ the 18th century.
4 I haven't seen him since April. (last)
April was _____ I saw him.
5 What time did you arrive at home? (get)
What time _____ home?
6 We eventually changed our mind. (end)
_____ we changed our mind.
7 When we got there, the film had started. (time)
The film had started _____ arrived.
8 We're going to the supermarket. (way)
We _____ the supermarket.

**6** **First** **Fill in the gaps with ONE suitable word.**

Dear Mr and Mrs Rogers,
your plane leaves (0) *at* 10.45 am. You should be (1) _____ the airport (2) _____ time to check in 2 hours before departure, so I suggest you get there (3) _____ 8.45. After checking in you can wait (4) _____ the departure lounge (5) _____ the ground floor, until you see the gate of your flight (6) _____ the screens that you'll find throughout the airport terminal.
Then you should go (7) _____ the boarding gate. If you get there early you can have something to eat or drink (8) _____ one of the cafeterias near the gate, but remember you'll be served food while you're (9) _____ the plane. When you arrive you'll have to collect your baggage and then go through customs and passport control. A taxi will be waiting for you outside the terminal and you'll be driven to your hotel, which is (10) _____ 98, Pearse Street.
If you walk down Pearse Street you'll reach the Liffey River: there are plenty of restaurants and pubs (11) _____ the river, where you can have lunch. There's plenty to see (12) _____ the centre, but I also recommend going (13) _____ a trip to Belfast or Galway, as it will take less than 3 hours to get (14) _____ if you travel (15) _____ coach.

# Prepositions with nouns, adjectives and verbs

| | | |
|---|---|---|
| **IN** | | |
| adjectives | • **interested in** a subject (= keen on / fond of)<br>• **skilful / skilled in** (= good at) | • **rich in** calcium, imagination, etc<br>• **proficient in** a subject / English |
| verbs | • **believe in** God or ghosts<br>• **confide in** (= trust) | • **result in** (= lead to)<br>• **specialise in** a subject or field |
| nouns | • **in advance**<br>• **in charge of / in search of**<br>• **in love / in pain / in debt / in cash** | • **in pencil / in ink / in capital letters**<br>• **increase / rise / growth in** unemployment<br>• **decrease / fall in** the number of... |
| **ON** | | |
| adjectives | • **based on** a true story, a fact<br>• **bent on doing sth** (= determined to do) | • **dependent on** (≠ independent of)<br>• **keen on** (= fond of / interested in) |
| verbs | • **agree on** (or: **about**) a point<br>• **comment on** a film / a book<br>• **depend on** the weather or sb you trust<br>• **focus / concentrate on** a task | • **live on** (= earn money thanks to)<br>• **rely on** sb you trust (= depend on)<br>• **spend** money / time **on**<br>• **spy on** |
| nouns | • **on air** (broadcast)<br>• **on average**<br>• **on business** (= for work) | • **on drugs** (= taking drugs)<br>• **on purpose** (≠ by mistake)<br>• **on sale** (cheaper than usual) |
| **BY** | | |
| adjectives | • **surprised / shocked / amazed by** (or: **at**) | |
| verbs | • **increase / decrease by** 10% / by 5 points (showing difference) | |
| nouns | • **by chance / by mistake / by accident**<br>• **by credit card / by cheque** (≠ in cash)<br>• **by hand** (delivery or handicrafts) | • **by sea / rail / air** (shipments)<br>• **by heart** (memorised)<br>• **by the kilo / by the pound / by the dozen** |
| **FOR** | | |
| adjectives | • **famous / known for**<br>• **late for** work / school | • **responsible for**<br>• **suitable for** |
| verbs | • **stand for** (= mean, represent)<br>• **leave for** a destination / **wait for** the bus | • **pay for** a drink (but: pay a bill, a fine ...)<br>• **seek for / search for / look for** |
| nouns | • **demand / need for**<br>• **cheque for**<br>• **reason for** | • **for pleasure** (travelling)<br>• **for sale** (≠ on sale)<br>• **for a change** |
| **AT** | | |
| adjectives | • **good / hopeless / brilliant at** (ability) | • **skilful / proficient at** doing sth (in sth) |
| verbs | • **aim / point at**<br>• **laugh at** (scornfully) | • **look / glance / stare at**<br>• **shoot / throw / shout at** (aggressively) |
| nouns | • **at ease** (= comfortable)<br>• **at risk** (= in danger) | • **at stake** (= at risk to be won or lost)<br>• **at war** (fighting against) |

NB: sb = somebody / sth = something

| | | |
|---|---|---|
| | **WITH** | |
| adjectives | • crowded / packed with (= full of people)<br>• disappointed / bored / fed up with<br>• familiar with / acquainted with | • impressed with (or: by)<br>• popular with (= liked by)<br>• satisfied / pleased / delighted with |
| verbs | • burst with pride / joy / anger / laughter<br>• deal with customers, a topic, a problem | • fill with<br>• provide / supply sb with sth |
| nouns | • relationship / connection / contact with (also: between) | |
| | **OF** | |
| adjectives | • aware of ≠ unaware of<br>• capable of ≠ incapable of<br>• full of / guilty of<br>• jealous / envious / suspicious of sb<br>• nice / kind / silly of you to... (behaviour) | • proud of ≠ ashamed of<br>• short of money/time<br>• sure / certain of (or: about)<br>• tired of<br>• typical of |
| verbs | • consist of<br>• die of | • approve of<br>• dream of (= wish to do / plan) |
| nouns | • advantage / disadvantage of | • cause of / in search of |
| | **ABOUT** | |
| adjectives | • crazy / mad about<br>• happy / excited / enthusiastic about | • puzzled about (or: by)<br>• worried / upset / nervous about |
| verbs | • worry about | • dream about (sth at night) |
| nouns | • discussion / essay / book about a topic | |
| | **FROM** | |
| adjectives | • different from (or: to) | |
| verbs | • differ from (be different from)<br>• protect sb from<br>• refrain from smoking | • stem / derive from an origin<br>• stop / prevent from happening<br>• suffer from a disease |
| | **TO** | |
| adjectives | • accustomed to<br>• addicted to<br>• allergic to ≠ immune to<br>• attracted to | • kind / nice / cruel to (attitude)<br>• identical / similar / inferior to<br>• married / engaged to<br>• sensitive to |
| verbs | • explain to<br>• listen to / write to<br>• object to | • prefer sth to<br>• shout / throw to (without aggression)<br>• speak / talk to (or: with) |
| nouns | • attitude to<br>• damage to | • key to a door / solution to a problem<br>• reply / answer to |

### Nouns / adjectives and verbs followed by more than one prepositions

- **angry / annoyed with** sb **about** sth / **for** doing sth → *He was angry **with** Jane **for** being late.*
- **sorry about** sth / **for** doing sth → *I'm sorry **about** the delay / **for** being late.*
- **talk / speak to** (or: **with**) sb **about** sth → *Can I talk **with** you **about** this thing?*
- **apply to** a company **for** a position → *He applied **to** British Airways **for** a job as a pilot.*
- **thankful / grateful to** sb **for** sth → *I am grateful **to** you **for** sending me the documents.*
- **argue with** somebody **about** something → *I often argue **with** him **about** the mess in his room.*

### Verbs changing meaning according to the preposition

- **care about** (= consider important) → *I really **care about** her.*
- **care for** (= like/would like) → *Would you **care for** a drink?*
- **take care of** (= **look after**) → *Can you **take care of** the kids while I'm at the shops?*
- **hear about** (= learn about) → *Did you **hear about** the earthquake?*
- **hear of** = know that sth or sb exists → *I've never **heard of** her.*
- **hear from** = receive news from sb → *I hope to hear **from** you soon.*
- **think about** → *What are you thinking **about**?*
- **think of** (= plan) → *I'm thinking **of** buying a new car.*

**Note!**
For other verbs followed by specific prepositions see unit 28 on reporting verbs.

**1** **Match the adjectives on the right (1-8) to the prepositions on the left (a-h).**

| | | | | | |
|---|---|---|---|---|---|
| 1 ☐ | accustomed | 4 ☐ | pleased | a with | d to |
| 2 ☐ | keen | 5 ☐ | worried | b of | e on |
| 3 ☐ | hopeless | 6 ☐ | proud | c about | f at |

**2** **Complete the following definitions with the missing words.**

about at(x2) for(x3) in of on(x3) to with(x2)
responsible business depend fond full interested pay

1 When you travel _____ work you travel on _____ and not _____ pleasure.
2 If you are the person in charge _____ sales in a company you are _____ for the sales department.
3 A place is packed _____ people when it's _____ of people.
4 If you are late _____ school it means you haven't arrived there _____ time.
5 You are proficient _____ a language when you are brilliant _____ speaking it.
6 If you're mad _____ football it means you're _____ of it.
7 When something is _____ sale the price you have to _____ for it is lower than usual.
8 If you are addicted _____ sleeping pills you _____ on them to sleep well.
9 If you are bent _____ revenge it means you aim _____ taking revenge.
10 You get bored _____ something when you are no longer _____ in it.

**3** **Fill in the gaps with the correct words from the box below.**

at for from (x2) in of (x4) on to (x3) with (x2)

1 I have to apologise _____ Ms Trent _____ being late.
2 John Keats suffered _____ TB and died _____ consumption _____ the age of 25.
3 Portuguese differs _____ Spanish.
4 I'm angry _____ my brother because he's always so rude _____ me.
5 I had to shout _____ my uncle because he was a bit hard of hearing.
6 I feel ashamed _____ myself: it was so silly _____ me to behave like that...
7 Hip Hop is very popular _____ teenagers, but my daughter isn't keen _____ this kind of music.
8 I don't approve _____ people who drive and drink because they put others _____ danger.

**4** **First** **Fill in the gaps with ONE suitable word.**

Dear Ms Smith,

I would like to apply (1) ____ the position of receptionist at the Apple Tree Hotel advertised (2) ____ the Sunday Times.

I am very interested (3) ____ filling this position as I am familiar (4) ____ it and impressed (5) ____ what I have heard (6) ____ your hotel. I feel that I am the ideal candidate for this position based (7) ____ my education and past experience working as a receptionist for several companies.

As you will see when you review my CV, I have extensive background experience working in offices and as a receptionist: I am very good (8) ____ organising my work and I feel (9) ____ ease working in a busy office environment. Moreover, I am accustomed (10) ____ dealing (11) ____ people in general.

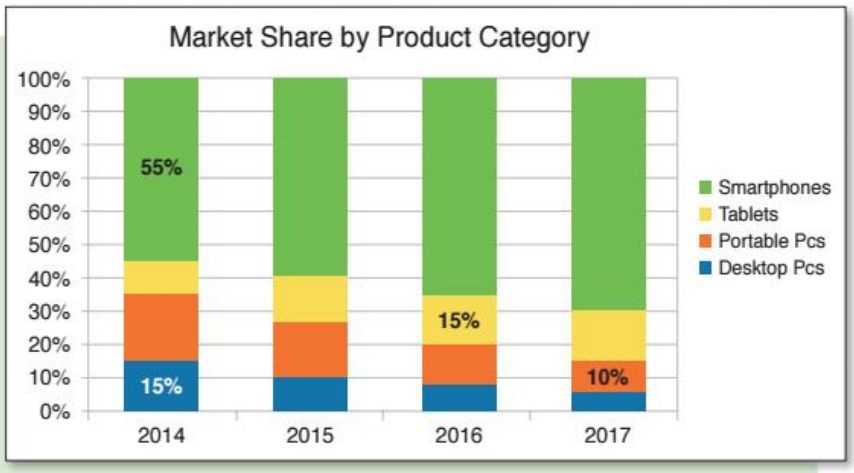
In my last position at the JBC Corporation I served as a receptionist in a very busy sales department where I was responsible (12) ____ scheduling meetings, answering the phone and greeting clients.

I am ready to begin immediately and would appreciate an in-person meeting with you. I thank you (13) ____ advance for taking the time to read my letter and CV and do sincerely hope to hear (14) ____ you as soon as it is convenient for yourselves.

Yours sincerely,

Pamela L. White

**5** 40 **Listen to the speaker illustrating the chart below and underline the correct word in brackets to complete the text.**




The chart shows the changes 1 (of / in / for ) the annual market share of four hi-tech products 2 (of / on / over) a period of 4 years. Overall, there has been a steady growth 3 (in / of / on) the sales of smartphones and tablets, whereas the total amount of PCs on the market dropped 4 (in / by / for) 20% .

The strongest product category appears to be the smartphone sector, which has increased 5 (by / of / from) 55% at the beginning of the period to 60% in 2015: the sales of this product are expected to increase 6 (in / to / by) 5 more points in 2016 and reach a market share of 70% in the following year.

Tablet sales show a trend that is similar 7 (at / with / to) smartphones: in 2014 the market share of this product was only 10% but it is expected to grow 8 (by / in / to) 5% in 2016 and remain the same over the next year. The forecast is based 9 (for / on / in) the fact that in 2015 the tablet sector held 13% of the market.

By contrast, there was a dramatic decrease 10 (in / on / by) desktop PC sales, which dropped from 15% 11 (by / of / to) 10% in 2015. Demand 12 (of / in / for) this product will lose 2 more points in 2016 and it is estimated that 13 (in / at / by) 2017 the desktop market share will be one third of the 2014 figure.

The portable PC market share shows a less dramatic decrease, starting from 20% in 2014: in 2015 it decreased 14 (by / in / from) 3% and it is expected to lose 5 more points in the following year. The 2017 portable PC sales are expected to be half the share they had at the beginning of the 4-year period.

**6** 40 **Listen to the recording again and write the percentages where it is missing in the chart.**

# Collocations

- Verb-noun collocation refers to the **correct way of matching verbs and nouns in fixed expressions**. Apart from a few general guidelines, most verb-noun collocations are **based on usage rather than rules**.
- ***Do*** is used when talking about **actions in general** and it is typically used with **everyday activities ending with -ing** as in ***do the shopping*** or ***do the washing up***; **sports done in a gym** as in ***do aerobics*** or ***do karate***; **activities involving work or a task to complete.**
- ***Make*** is used when there is a **practical result of the action** or when it means to **produce or manufacture** as in ***make a cake*** or ***make dinner*** (the result of cooking).
- ***Have*** is normally used when the **activity involves food or drink intake** as in ***have breakfast*** or ***have some tea***.
- ***Take*** often substitutes ***have*** when the **expressions are used in American English** (see expressions with an asterisk *), but it is also found in many other fixed collocations.

| DO | MAKE | | HAVE | TAKE |
|---|---|---|---|---|
| (sb) a favour | a change | a wish | an argument | a bow |
| a (good) job | a choice | amends | a bath * | a break |
| an exercise | a complaint | an apology | a break * | a breath |
| an experiment | a decision | an application | a chat | a day off |
| an operation (on) | a difference | an appointment | a cigarette | an exam (or: **sit**) |
| a test (or: **take**) | a discovery | an attempt | a dream | a message |
| a course | a fuss | an effort | an experience | an opportunity |
| good / harm | a journey | an exception | a great time / fun | a photo / picture |
| one's duty | a list | an excuse | a holiday / trip | a risk |
| one's best | a living | an investment | an interview | a step |
| one's homework | a mess | a speech (or: **give**) | a look * | a taxi (or: **get**) |
| business | a mistake / error | arrangements | a nap / some rest * | action |
| (some) practice | a move | contact (with sb) | a party (or: **throw**) | advantage (of) |
| (some) research | a noise | fun of sb | a seat * | care of sb |
| something | a phone call | friends (with) | a shower * | charge |
| the chores | a plan | notes (or: **take**) | a swim | notice |
| the dishes | a profit / a loss | progress / headway | a trip * | part (in) |
| the housework | a promise | money | a vacation * | place |
| the laundry | a reservation | one's bed | a walk * | pride in sth |
| well (in a subject) | a suggestion | peace / war / love | a word with sb | revenge |
| badly (in a subject) | a try (or: **give**) | sense / sure | in common | turns |

- **Get** may have several meanings according to what follows the verb: it can mean the same as **become**, or it can means **receive / take / obtain** or **arrive** in a place.

| GET = become (reflexive function) | GET = obtain / take / receive | GET = reach / contact |
|---|---|---|
| get ready / started / dressed | get a job | get home |
| get engaged / married / divorced | get a shock / the impression | get here |
| get late / dark | get permission | get there |
| get lost | get fired / the sack | get to the station |
| get worried / angry / upset | get a good mark | get in touch (with) |

- Some phrases may take different verbs and mean different things:
  ***Impression*** → you can ***make a good or bad impression*** on someone when you first meet them, but you ***do an impression*** when you imitate one's gestures and voice.
- ***Time*** → You ***have time*** if you aren't busy, but you ***make time*** for something or someone if you voluntarily find time to do something; if something ***takes time*** it means it lasts for some time; if you ***take your time*** it means you can do things without any haste; finally, you ***do time*** when you are in prison for a period.
- ***Chance*** → you ***have a chance*** when something unexpectedly good happens to you, but you ***take a chance*** when you take advantage of the opportunity given and you ***miss the chance*** if you don't.
- ***Mind*** → You decide to do something when you **make up your mind**, but you can **change your mind** about it.

### Other common verb-noun collocations

- ***Pay*** → pay a visit / pay a call on (= visit) / pay attention / pay a compliment / pay your respect
- ***Come*** → come to an agreement / a decision / an end / a standstill – come true – come alive
- ***Catch*** → catch fire / catch a cold / (the) flu – catch someone's attention – catch a bus – catch sight of
- ***Achieve*** → achieve a goal / achieve a dream / achieve success / achieve a result
- ***Call*** → call in sick (not go to work) – call a meeting / an election – call a strike
- ***Miscellanous*** → **break** a rule / a promise / e record – **cast** a spell – **commit** suicide – **drive** sb crazy – **fall** asleep / in love with – **give it** a try / a go - **go** on a trip / skiing / mad - **hold** office / a meeting / hands – **join** a club / the army – **lay** the table / an egg – **light** a fire – **meet** one's needs – **pack** a suitcase – **place** an order – **raise** money / a family – **score** a goal / a point – **set** an alarm – **start** or **kill** an engine – **wage** a war

### Verb-noun collocations that are easily confused

- You **say goodbye / a prayer** but you **tell a lie / the truth / the time / the difference**, you **talk nonsense** but you **speak a language**
- You **gain weight / access (to) / importance / strength / momentum / confidence / control**, but you **earn money / a reputation / respect** and you **win a prize / a competition / a war**
- You can **waste time / money**, but you **miss a train / a lesson / the point / the chance** and you **lose weight / a game / a job / control / the way / your temper / confidence / touch (with)**
- You **press a key** but you **push a button** and you **switch / turn on** and **off the light**

**1** **Match the parts of the sentences on the right (1-6) to the ones on the left (a-f).**

| | | |
|---|---|---|
| 1 ☐ | I'd like to make | **a** a test the following day. |
| 2 ☐ | I suggest you take | **b** a bow to thank the audience. |
| 3 ☐ | Cindy started crying because she'd had | **c** well in a university exam. |
| 4 ☐ | At the end of the play the actors took | **d** a deep breath and relax before the show. |
| 5 ☐ | This book will help you to learn how to do | **e** an appointment with Doctor Robinson. |
| 6 ☐ | Josh was studying because he had to take | **f** a nightmare. |

**2** **Underline the correct verbs.**

1 Excuse me can I *make / do* a phone call? I need to *take / get* in touch with my parents.
2 When I *do / take* these exercises I always *do / make* the same mistakes.
3 My son always *makes / gets* a fuss when I ask him to *get / take* care of his little brother.
4 Can I *have / make* a word with you? We need to *do / make* a few changes to our schedule.
5 My mother *makes / takes* a lot of noise when she *makes / does* the chores.
6 I *take / do* judo three times a week and I often *take / make* part in competitions at weekends.

**3** **First** **Complete the second sentence so that it has a similar meaning to the first using the word in brackets. You must use between 2 and 5 words.**

| | | |
|---|---|---|
| 1 | There's no hurry. Please don't rush.(time) | There's no hurry. You can _____. |
| 2 | My brother and I are completely different. (common) | My brother and I _____. |
| 3 | I said hello but she ignored me. (notice) | I said hello but she _____ of me. |
| 4 | He lost the job because he was always late. (sack) | He _____ because he was always late. |
| 5 | Has your sister decided yet? (mind) | Has your sister _____ yet? |
| 6 | Our trip to Singapore was great fun. (time) | We _____ on our trip to Singapore. |
| 7 | I wish my English were improving. (progress) | I wish I _____ my English. |
| 8 | He tried not to laugh when he saw the man. (effort) | He _____ laugh when he saw the man. |

**4** **Read the definitions and write the correct verb-noun collocations from the box. You can use the verbs more than once.**

| | *catch* | *do* | *make* | *pay* | *take* |
|---|---|---|---|---|---|
| amends | an impression | a risk | fire | ~~a journey~~ | sight of | attention |

Example: *make a journey*: go on a trip, travel.

1 _____: compensate someone after having caused injury or damage.
2 _____: start burning.
3 _____: focus on something that requires concentration
4 _____: imitate someone's voice and gestures
5 _____: do something that may have a negative effect or be dangerous
6 _____: get a glimpse of something

**5** 41 **First** **You will hear a professor suggesting what to do to prepare for an exam. Complete the following notes with the missing words.**

It will be easier for you to get (0) *ready* for your exam if you organise the work you have to (1) _____ . When doing more than a course make a (2) _____ to decide which subjects you'll need to focus on first. (3) _____ notes of your professors' explanations will make it easier for you to learn the subject when you start studying it.
You can also (4) _____ some research on the Internet to improve your knowledge of a topic.
You should do many (5) _____ when you are studying for a written test and (6) _____ a list of the main points if you are preparing for an oral test.
Just relax on the day before (7) _____ the last effort: you can (8) _____ a walk or talk with a friend.

**6** **First** **Choose A, B, C or D to fill in the gaps.**

1 The German company may _____ control of a major Greek telecommunications company.
2 Don't _____ your time in class! Make notes, ask questions and try to use new words.
3 He _____ our respect by being consistent with the principles he taught us.
4 I hardly ever _____ my temper but sometimes it's really hard to keep calm with kids.
5 Too bad! We _____ the chance to win championship again!
6 After the diet I _____ 10 kilos so I had to buy new clothes.
7 I often _____ the impression he's making fun of us.
8 You can't live to work. You must _____ time for your family, too!

| | | | | |
|---|---|---|---|---|
| 1 | A gain | B have | C make | D achieve |
| 2 | A lose | B waste | C miss | D take |
| 3 | A won | B took | C gained | D earned |
| 4 | A miss | B lose | C waste | D leave |
| 5 | A lose | B took | C had | D missed |
| 6 | A got | B won | C lost | D wasted |
| 7 | A get | B make | C do | D give |
| 8 | A take | B get | C make | D do |



UNIT

# 38 Phrasal verbs (1)

Phrasal verbs have a **verb + preposition / adverb structure** that often changes the original meaning of the root verb (e.g. **get ≠ get up**). Sometimes they can take two prepositions (e.g. **look forward to**). They are used extensively to express a lot of actions in everyday English and are best learnt **in small groups** by **using them in context** with as many examples as possible.
They can be **separable** if the verb and the preposition can be separated, or **inseparable** when they must be kept together. In **separable** ones you can choose which form to use if the object is a noun but **you must separate them with pronouns**. Look at the examples:

**Separable (S)** → (with nouns) *Can you **pick up** the kids at 7?* **OR** *Can you **pick** the kids **up** at 7?*
→ (with pronouns) *Can you **pick** us **up** at 7?* (always between verb and preposition)
**Inseparable (I)** → (always together) *I **take after** my mother.* (not: I take my mother after)
In the following list the **inseparable verbs have an asterisk** *. For other verbs + prepositions see Unit 36.

| | | |
|---|---|---|
| **GET** | **get on / off** a bus / a train / a bike (=*board*)<br>**get into / out of*** a car / a room (=*board / enter*)<br>**get on well with / get along with*** my mates (=*have a good relationship with*)<br>**get back*** from a trip (=*return*)<br>**get round to*** doing sth (=*manage to do*) | **get over*** a problem / an illness (=*recover from*)<br>**get away*** for a holiday (=*go on holiday*)<br>**get away with*** the jewels / a fine (=*escape / be punished lighly*)<br>**get back at*** an enemy (=*take revenge on*)<br>**get by*** (=*manage financially*) |
| **LOOK** | **look back*** in time (=*think about the past*)<br>**look for*** my glasses (=*search*)<br>**look round*** a building (=*inspect*)<br>**look like*** an actor (=*resemble*)<br>**look out*** (=*be careful*) | **look forward to*** an event (=*be eager to do*)<br>**look up** a word (=*search in a directory*)<br>**look up to*** a person (=*admire*)<br>**look down on*** a person (=*despise*)<br>**look into*** the subject (=*investigate*) |
| **PUT** | **put on** clothes (=*wear*) / a show (=*present*)<br>**put off** a meeting (=*postpone*)<br>**put out** a fire (=*extinguish*)<br>**put up** a tent / a painting (=*erect / hang*)<br>**put up with*** an annoying person (=*tolerate*) | **put forward** a proposal (=*suggest*)<br>**put in** a request (=*make a request*)<br>**put away** books (=*put in the right place*)<br>**put up** a friend (=*give food and a bed*)<br>**put through** to a person (=*connect by phone*) |
| **GO*** | **go out** at night (=*spend time out*)<br>**go out with** a girl (=*date someone*)<br>**go off** (=*be too old to eat*) | **go over** a lesson (=*revise*)<br>**go ahead** (=*keep doing something*)<br>**go on** talking (=*continue*) |
| **TURN** | **turn on / off** (or **out**) the PC (=*switch...*)<br>**turn up / down** the TV (*volume*)<br>**turn down** an offer (=*refuse*) | **turn up*** at a party (=*arrive*)<br>**turn into*** a different thing (=*transform*)<br>**turn out*** to be (=*be in the end*) |
| **TAKE** | **take up** gardening (=*start a hobby*)<br>**take down** notes / a tent (=*write / ≠ put up*)<br>**take over** a business (=*conquer / start to manage something*) | **take off*** (=*start flying or having success*)<br>**take off** your hat (=*remove*)<br>**take on** a responsibility / a new secretary (=*assume / hire*) |
| **COME*** | **come across** an old photo (=*find by chance*)<br>**come into** a lot of money (=*inherit*)<br>**come in handy** (=*be useful*) | **come round** for dinner (=*visit one's home*)<br>**come down** with the flu (=*catch an illness*)<br>**come up** with an idea (=*think - solution*) |
| **BREAK** | **break up*** (=*separate/divide*)<br>**break into*** a house (=*enter illegally*) | **break down*** (=*stop working*)<br>**break out*** (=*wars and epidemics*) |

### Other common phrasal verbs

**bring up** a son / a subject (=*raise/mention*) – **bring about** the recession (=*cause to happen*)
**call back** (=*phone later*) – **call off** a match (=*cancel*) – **call on*** a friend (=*visit*)
**cut in*** (=*interrupt*) – **cut off*** (=*isolate – separate*) – **cut down (on)*** cigarettes (=*reduce*)
**do away with** (=*eliminate*) – **do without** (=*manage without*) – **do up** a flat (=*redecorate / repair*)
**drop off** (=*leave somewhere*) – **drop by/in*** (=*visit*) – **drop out** of school (=*leave without finishing*)
**fall down*** the stairs – **fall off*** the bike / a bridge – **fall out*** of a pocket – **fall out with*** sb (=*argue*)
**give up** smoking (=*stop*) – **give in*** (=*surrender / agree to do*) – **give back** a CD (=*return something*)
**hang out*** with friends (=*spend time with*) – **hang up*** (=*end a phone call*) – **hang on*** a minute (=*wait*)
**make up** a story (=*invent*) – **make (it) up** after a quarrel (=*be friends again*) – **make out** (=*understand*)
**pass out*** (=*faint*) – **pass away*** (=*die*) – **pass down** to your children (=*transfer to next generation*)
**pay off** a loan (=*finish paying or be profitable in the end*) – **pay back** (=*return money or take revenge*)
**pick up** from school (=*collect*) – **pick up** a language (=*learn easily*) – **pick out** a colour (=*choose*)
**run into*** a person / a tree (=*meet by chance / collide*) **run out*** of food (=*finish / have none left*)
**stay in*** (=*stay at home*) – **stay up*** late (=*be awake*) – **stay away from*** (=*avoid being involved*)

**Note!**
The phrasal verbs listed above are just a few compared to the existing large quantity. Remember that many phrasal verbs may have more than a meaning depending on context.

**1** **Underline the correct verbs.**

1 They got *on / into* the taxi and left.
2 Please, put *out / into* your cigarettes before boarding the train.
3 I *took / got* up photography many years ago.
4 When did World War I *break out / go ahead*?
5 Excuse me, could you put me *through to / up with* the Sales Manager, please?
6 I *ran into / came across* Bob on my way home.
7 If you don't know the word look *for it / it up* in the dictionary.
8 You'd better go *on / over* your essay before handing it in.

**2** **Complete the following sentences using pairs of phrasal verbs (in the correct tense) with opposite meaning. Look at the example.**

break up  come down  drop off  fall out  ~~get off~~  ~~get on~~  get over  go out(x2)
look down  look up  make up  pick up  put on  put up  stay in  take down  take off

0 Last week we *got on* the train in Paris and we *got off* in Rome
1 Yesterday I _____ all the posters of singers that I had _____ when I was 15.
2 I _____ with my brother some years ago but we _____ after a few months.
3 I _____ with Cindy for 3 years but we _____ when she went to Stanford University.
4 Ann usually _____ her daughter from school at 4 and _____ (her) at the gym at 5.
5 You have to _____ your shoes and _____ slippers in Japanese homes.
6 I don't feel like _____ tonight: I'm too tired so I'll _____.
7 I _____ with pneumonia last August and I _____ it after a month.
8 Many teenagers _____ to celebrities but they tend to _____ on ordinary people.

**3** **Rewrite the sentences replacing the nouns with the pronouns.**

1 You must call back Susan this afternoon. _____
2 My grandma passed down these diamonds to me. _____
3 I've put up with Matt since he was born. _____
4 Have you paid off your mortgage? _____
5 I had to give up smoking to improve my health. _____
6 The police are looking into the murder. _____

**4** **Write a suitable phrasal verb with two different meanings in the gaps.**

1 I've never [ ] my wedding band since I got married.
Has the plane [ ] yet? No, departure's at 9.10.

2 Why did you [ ] this issue again?
Few parents [ ] their children strictly nowadays.

3 When Bob [ ] the conference had just started.
Mr Ericson [ ] the radio when he heard about the kidnapping.

4 My brother [ ] the job he was offered because he didn't like the boss.
Have you [ ] the heating? It's freezing in here!

5 Brenda doesn't [ ] well with her flatmates: she wants to move out.
Come on, [ ] my scooter: we're going to the lake.

6 They managed to [ ] with Mrs Rogers' jewellery and money.
I'd like to [ ] for the weekend: I need a holiday.

**5** **First** **Complete the second sentence so that it has a similar meaning to the first using the word in brackets. You must use between 2 and 5 words.**

1 I'm sorry: the printer is out of order. (broken) I'm sorry: the printer's _____.
2 His story can't be true. (made) He must _____ the story.
3 What caused the change? (brought) What was _____ by?
4 Why don't we get rid of all this junk? (do) Let's _____ all this junk.
5 Don't mess up with those people. (stay) You'd _____ those people.
6 When I saw all that blood I lost consciousness. (passed) I _____ as I saw all that blood.
7 Why don't you have lunch at my place? (round) Why don't _____ lunch?
8 You shouldn't eat so many sweets! (cut) If I were _____ on sweets.

**6** 42 **First** **Listen to 6 speakers and answer each question with A, B or C. You will listen to the recording twice.**

1 The woman says that
A ☐ there aren't enough eggs.
B ☐ there are no eggs left.
C ☐ there are more eggs than cheese.

2 The man
A ☐ is glad he finished university.
B ☐ was hired by a company after graduating.
C ☐ didn't get a degree.

3 The woman says
A ☐ a friend phoned her unexpectedly.
B ☐ she visited her friend after a long time.
C ☐ her friend dropped by.

4 The man says
A ☐ they decided to buy the house after 6 months.
B ☐ they redecorated the house for 6 months.
C ☐ they had the house built in 6 months.

5 The girl is sad because
A ☐ the party has been cancelled.
B ☐ she won't be able to go to the party.
C ☐ she missed the party on Friday.

6 The woman is talking about someone who has
A ☐ spent a lot of money though her salary's low.
B ☐ a job that makes her earn a lot of money.
C ☐ inherited a lot of money and won't need to worry anymore.

# Phrasal verbs by preposition

- Phrasal verbs can also be grouped according to the prepositions they take, which often have special functions. Apart from literal meanings, as in ***stand up – lie down – turn around – come back***, these prepositions may share common functions in several phrasal verbs: for example, **UP** often refers to completing an action (***eat up – use up***) or to an improvement (***cheer up – brighten up***); **OFF** indicates separation, moving apart or interruption of an action (***take off – get off – turn off***); **OVER** indicates the end of something or changing position (***get over – turn over – come over***).
- In several cases the phrasal verb changes its meaning according to the idiom containing it: this often happens with the **verb BE**. Here's a list of examples of phrases with BE + prepositions:

***up*** → *What's **up**?* (=What's happening?) – *Time **is up**.* (=the time for something has expired)
***up to*** → *I wonder what the kids **are up to**.* (=plan to do – often something secret or wrong)
*He's not **up** yet.* (=still in bed) – *It's **up to** you.* (=you decide / you have to do it)
***on*** → *What film **is on** at the Odeon?* (=being broadcast on TV or at the cinema)
***in*** → *I'll put up a show: who's **in**? I'**m in**.* (=agree to take part) – *He's not **in**.* (=be at home)
***into*** → *Are you **into** astrology? – He's **into** rock music.* (=be an expert or fond of)
***out*** → *They'**re out** on a trip.* (=be absent from a place) – ***School is out**.* (=school has finished)
***out of*** → *We'**re out of** butter.* (=have no more left) – *This printer **is out of order**.* (=not working)
***over*** → *The film **is over**.* (=finished) – *He dumped me, but I'**m over** him now.* (=have recovered)
***over with*** → *I'**m** not **over with** my homework.* (=have finished)
***off*** → *I'**m off** home. – We **were off** to the airport.* (=be going somewhere – depart)

| | | |
|---|---|---|
| **OUT** | **ask** sb **out** (=*ask sb to go out with you*)<br>**carry out** a reform / a survey / an experiment (=*accomplish / perform a task / complete*)<br>**cross out** a word (=*delete*)<br>**die out*** (=*become extinct, fade away*)<br>**find out** about something (=*discover*)<br>**figure out** a problem (=*understand / solve*)<br>**hand out** a leaflet (=*pass papers to people*)<br>**leave out** (=*omit / not include*) | **point out** (=*remark on, underline*)<br>**sort out** a problem / the laundry / the post (=*solve / arrange according to category*)<br>**rule out** an option (=*eliminate, prevent*)<br>**stand out*** in the crowd (=*be very different*)<br>**storm out*** (=*leave a place angrily*)<br>**wear out** (= *tire sb / use something to the end*)<br>**work out** a plan/problem (=*accomplish, solve*)<br>**work out*** at the gym (=*train / practice*) |
| **UP** | **back up** a colleague/theory (*support / prove*)<br>**brush up** your English (=*review a language*)<br>**catch up on*** news / work (=*update one's information / cope with backlog at work*)<br>**catch up with*** sb (=*join or reach / update*)<br>**hold up** a bank (=*rob wih weapons*) | **live up to*** (=*prove as good as expected*)<br>**speak up*** (=*speak louder or without fear*)<br>**set up** a company / a meeting / a person (=*establish / organise / falsely incriminate*)<br>**sum up** an article (=*shorten, abridge*)<br>**build up** a business / hope (=*strengthen*) |
| **DOWN** | **break down*** (=*collapse psychologically*)<br>**burn down** a house (=*destroy by fire*)<br>**calm down*** (=*relax*)<br>**close down** a company (=*cease operation*)<br>**let down** your parents (=*disappoint*) | **lie down*** on a sofa (=*rest horizontally*)<br>**pull down** a building (=*demolish*)<br>**run down (over)** a person (=*hit with a vehicle*)<br>**slim down*** (=*lose weight*)<br>**track down** a fugitive (=*find by pursuing*) |
| **OFF** | **go off*** (of a bomb = *explode*)<br>**hit it off** (=*get on well immediately*)<br>**see** sb **off** (=*say goodbye when one's leaving*) | **set off** (or: **out**)* on a trip (=*leave*)<br>**set off** an alarm (=*make sth ring or trigger*)<br>**show off*** (=*boast or display proudly*) |
| **IN** | **fill in** a form (=*complete all the parts*)<br>**fit in*** with a group (=*feel to be part of*)<br>**hand in** an essay (=*submit / deliver*) | **join in** with a group (=*feel to be part of*)<br>**let in** the dog (=*allow someone to enter*)<br>**turn in** a thief (=*report to the police*) |
| **AFTER** | **go / run after*** a killer (=*chase / try to catch*)<br>**look after*** a baby (=*take care of*) | **name after*** a king (=*give the same name as*)<br>**take after*** your mother (=*look like a relative*) |

**OVER**

**move over*** (=*move aside to create space*)
**pull over** (=*for cars to draw aside and stop*)
**run** sb **over** (=*knock down with a vehicle*)
**stop over*** in London (=*break a journey*)
**talk** sth **over** (= *talk about sth after thinking*)
**think** sth **over** (=*consider, ponder*)

**Pairs of phrasal verbs with opposite meaning**

**come up*** (=*rise*) - **go down*** (=*set*)
→ *Tomorrow the sun **comes up** at 7.12 and **goes down** at 5.10.*
**warm up** (=*make or become warmer*) - **cool down** (=*make or become colder*)
→ *We usually **warm up** before running and **cool down** when we stop.*
**speed up** (=*accelerate*) - **slow down** (=*decrease one's speed*)
→ *If you **speed up** you go faster, if you **slow down** you go more slowly.*
**check in / into** (=*register*) - **check out / out of** (=*leave a hotel*)
→ *The Smiths **checked into** the hotel yesterday afternoon and **checked out** this morning.*

* = Inseparable phrasal verbs / sb = somebody / sth = something

**1** **Match the parts of the sentences on the left (1-8) to the parts on the right (a-h).**

| | | | |
|---|---|---|---|
| 1 | ☐ | I asked her out last Saturday | **a** unless we protect this endangered species. |
| 2 | ☐ | They set up the firm last year: | **b** but my brother is very different from him. |
| 3 | ☐ | The film didn't live up to our expectations | **c** I'll back you up. |
| 4 | ☐ | I take after my father | **d** but she turned down my invitation. |
| 5 | ☐ | I'm sure they'll die out | **e** the robbers that held up post office. |
| 6 | ☐ | Don't be afraid to speak up: | **f** but Annie loved it. |
| 7 | ☐ | The research has been carried out | **g** it can't have closed down. |
| 8 | ☐ | The police are going after | **h** based on last year's statistics. |

**2** **First** **Choose A, B, C or D to complete the sentences.**

1 Luke and I _____ it off immediately: we enjoyed the same films and loved the same kind of music.
2 My cat was run _____ by a car last week but fortunately it didn't get hurt.
3 Detective Anderson has _____ out the possibility that Mr Lewis was involved in the scam.
4 It is estimated that 300,000 companies have closed _____ due to this year's recession.
5 The Pilgrim Fathers _____ out for the New World on a ship called 'Mayflower'.
6 As soon as the alarm _____ off everybody left their flats and rushed down the stairs.
7 The police _____ Jake over to test him for alcohol.
8 Please, move _____: I'd like to sit in the couch, too.
9 The moon _____ up from behind that hill last night.
10 Mrs Kendall _____ out of the office threatening to sue the company.

| | | | | |
|---|---|---|---|---|
| 1 | **A** went | **B** took | **C** hit | **D** saw |
| 2 | **A** off | **B** over | **C** on | **D** out |
| 3 | **A** ruled | **B** sorted | **C** set | **D** left |
| 4 | **A** up | **B** off | **C** down | **D** over |
| 5 | **A** left | **B** took | **C** went | **D** set |
| 6 | **A** got | **B** went | **C** took | **D** let |
| 7 | **A** stopped | **B** moved | **C** ran | **D** pulled |
| 8 | **A** over | **B** away | **C** up | **D** in |
| 9 | **A** got | **B** went | **C** came | **D** set |
| 10 | **A** crossed | **B** sorted | **C** watched | **D** stormed |

**3** **Substitute the underlined parts using suitable expressions with BE + prepositions. Change the tense when necessary.**

1 Linda's been behaving in a very strange way: I wonder what she *'s planning to do*. _____
2 The match *had finished* so all the spectators started leaving the stadium. _____
3 I'm sorry, I don't know who the Beach Boys are: I *don't know much about* the Sixties. _____
4 Hello, *is* anybody *at home*? _____
5 The lift *has broken down*: we'll have to climb the stairs. _____
6 We *'ll be going* to the station at 3pm tomorrow. _____

**4** 43 **First** **You will hear five people saying something. Choose from the list A-H what each speaker says. There are three extra letters that you do not need to use.**

A We have to catch up on things.
B I need to brush it up.
C She reported him to the police.
D I didn't get on well with her.
E I expected it to be better.
F I didn't fit in with the other guys.
G I had a coffee with her last Saturday.
H I speak German with him every day.

Speaker 1 ☐ Speaker 2 ☐ Speaker 3 ☐ Speaker 4 ☐ Speaker 5 ☐

**5** **Write the missing sentences under each of the four pictures.**




_____
_____




_____
_____




_____
_____




_____
_____

A Drive sober or you'll get pulled over.
B Departing guests must check out before noon.
C Jane let the cat in and he ate her lunch.
D Private Property: Keep off the grass!

UNIT

# 40 Word formation: adjective suffixes

- English **adjectives are formed by adding a suffix to the root**, which is often a **noun** or a **verb**.
- There is no simple rule for understanding which suffixes to add to a noun or verb, but there are **common patterns**, which often **depend on the origin of the word** (Old English, Latin, French, Greek, etc).
- Sometimes the same root can give several adjectives with different suffixes meaning different things.

| suffix | meaning / usage | adjectives from roots that are mostly nouns | | |
|---|---|---|---|---|
| -ISH | *from a country or a geographical area* | Poland → *Polish* | England → *English* | Denmark → *Danish* |
| -ESE | | Genoa → *Genoese* | China → *Chinese* | Portugal → *Portuguese* |
| -AN | | Italy → *Italian* | Korea → *Korean* | Africa → *African* |
| -I | | Israel → *Israeli* | Kuwait → *Kuwaiti* | Pakistan → *Pakistani* |
| -FUL | *rich in, full of* | care → *careful* | use → *useful* | hope → *hopeful* |
| -AL | *related to* | use → *usual* | person → *personal* | influence → *influential* |
| -IC | | hero → *heroic* | science → *scientific* | optimist → *optimistic* |
| -ICAL | | physics → *physical* | history → *historical* | whim → *whimsical* |
| -ARY | | order → *ordinary* | custom → *customary* | image → *imaginary* |
| -Y | *having that quality* | noise → *noisy* | mist → *misty* | sleep → *sleepy* |
| -OUS | | poison → *poisonous* | danger → *dangerous* | marvel → *marvelous* |
| -LY | | order → *orderly* | life → *lively* | coward → *cowardly* |
| -SOME | | awe → *awesome* | loath → *loathsome* | quarrel → *quarrelsome* |
| -ISH | | snob → *snobbish* | sheep → *sheepish* | child → *childish* |
| **suffix** | **meaning / usage** | **adjectives from roots that are mostly verbs** | | |
| -ABLE | *showing potential quality* | adore → *adorable* | enjoy → *enjoyable* | remark → *remarkable* |
| -IBLE | | elect → *eligible* | sense → *sensible* | access → *accessible* |
| -ANT | *performing quality* | please → *pleasant* | tolerate → *tolerant* | ignore → *ignorant* |
| -ENT | | urge → *urgent* | obey → *obedient* | affluence → *affluent* |
| -IVE | | talk → *talkative* | sense → *sensitive* | imagine → *imaginative* |
| -ING | *causing effect* | please → *pleasing* | love → *loving* | annoy → *annoying* |
| -ED | *receiving effect* | please → *pleased* | bore → *bored* | annoy → *annoyed* |

- There is a small group of **adjectives starting with an A- prefix**, which includes words like: ***a**like* (=identical) / ***a**kin* (=similar) / ***a**wake* (=not sleeping) / ***a**sleep* (=sleeping) / ***a**lone* (=by oneself) / ***a**ware* (=conscious, knowing) / ***a**loof* (=cold, detached) / ***a**jar* (=slightly open for doors)
- These adjectives are only used in **attributive position** (i.e. not before a noun).

**1** **Write the nouns correponding to each of these adjectives and match them to the correct synonym. Look at the example.**

| | | | | |
|---|---|---|---|---|
| 0 | [C] funny | *fun* | A | dangerous |
| 1 | [ ] sympathetic | _____ | B | awesome |
| 2 | [ ] bad tempered | _____ | C | amusing |
| 3 | [ ] risky | _____ | D | quarrelsome |
| 4 | [ ] wonderful | _____ | E | aloof |
| 5 | [ ] habitual | _____ | F | customary |
| 6 | [ ] snobbish | _____ | G | understanding |

**2** **Write the correct suffix in the spaces choosing between -ING or -ED.**

1 I had a very TIR__ journey so I needed some rest.
2 Oysters are the most DISGUST__ foods I've tried.
3 The gig was rather DISAPPOINT__: the singer was awful.
4 The little boy was hungry and FRIGHTEN__.
5 Fruits like pears or apples can be quite SATISFY__ as well as healthy.
6 In my opinion people who have never travelled aren't very INTEREST__ .
7 When Bill and Emma split up I was so SHOCK__.
8 Why did she have that SURPRIS__ look in her eyes?

**3** **Underline the correct adjective in each sentence.**

1 Don't make a noise: the children are *sleepy / asleep*.
2 We spent a *pleased / pleasant* evening with the Jeffersons.
3 Don't make fun of your sister: you know she's very *sensitive / sensible*.
4 I can't even think of eating that lobster: it's *alive / lively*.
5 I like my History teacher, but she has such an *annoying / annoyed* voice.
6 It was a *loving / lovely* sunny day and I felt happy.
7 Propolis is extremely *usual / useful* when you have a sore throat.
8 A novel is a book that tells an *imaginary / imaginative* story.

**4** 44 **Listen to the definitions of the adjectives (1-6) and write the correct synonyms from the box next to them.**

| abominable | embarrassed | not brave | rich | tidy | unpredictable |
|---|---|---|---|---|---|

1 loathsome = _____
2 cowardly = _____
3 sheepish = _____
4 orderly = _____
5 affluent = _____
6 whimsical = _____

**5** **Make adjectives from the words in the box and put them under the correct heading.**

| compliment | depend | envy | faith | favour | magic |
|---|---|---|---|---|---|
| mistery | play | pessimist | response | revolution | signify |

| -ic / -ical | -ant /-ent | -ary | -ous | -able/-ible | -ful |
|---|---|---|---|---|---|
| | | | | | |

**6** **First** **Use the word given in capitals at the end of each line to form a word that fits in the gap. The word must be different to the one provided.**

| | |
|---|---|
| TM - Transcendental Meditation is a simple (0) *natural* technique | NATURE |
| which is easy to learn and use in your (1) _____ life. | DAY |
| Besides being profoundly (2)_____ for the body, | RELAX |
| it will make you feel less (3) _____ and more detached | ANXIETY |
| from the (4) _____ events in your routine. | STRESS |
| You can practise TM anywhere, sitting in a (5) _____ | COMFORT |
| armchair or sofa or while travelling home on a (6) _____ | NOISE |
| bus. It is an (6) _____ way of refreshing your mental | ENJOY |
| power and it is (7) _____ for anyone, regardless of | SUIT |
| age, religion or (8) _____ background. | EDUCATE |
| After practising TM, you will not only be more (9) _____ | HEALTH |
| but you'll also feel more (10) _____ and happy. | CONFIDE |

UNIT

# 41 Word formation: noun suffixes

- English **nouns are formed from verbs, adjectives or other nouns**: like adjectives they are characterised by typical suffixes that mostly come from Greek, Latin, Old French or Old English.
- **Suffixes can often be inferred based on their function**: for example the suffix **-ism** is typically found in attitudes, social trends or political ideas or religions (*consumerism, Communism, Taoism*); **-ness** and **-ity** often refer to qualities (*shyness, curiosity*); **-ship** and **-hood** often refer to human relationships (*friendship, motherhood*), **-ist** and **-ian** are typical of jobs (*psychologist, politician*), **-ics** is the typical ending of sciences (*physics, politics*); **-er** and **-or** typically refer to people or machines that carry out specific actions or tasks (*farmer, calculator*).

| suffix | nouns mostly coming from verb roots | | | |
|---|---|---|---|---|
| -AL | try → *trial* | deny → *denial* | arrive → *arrival* | approve → *approval* |
| -AGE | use → *usage* | marry → *marriage* | pilgrim → *pilgrimage* | inherit → *heritage* |
| -ANCE | ally → *alliance* | apply → *appliance* | attend → *attendance* | endure → *endurance* |
| -ENCE | silent → *silence* | differ → *difference* | exist → *existence* | resilient → *resilience* |
| -ERY | brave → *bravery* | brew → *brewery* | slave → *slavery* | machine → *machinery* |
| -ING | mean → *meaning* | land → *landing* | meet → *meeting* | bless → *blessing* |
| -MENT | argue → *argument* | enjoy → *enjoyment* | govern → *government* | employ → *employment* |
| -SION | decide → *decision* | visual → *vision* | explode → *explosion* | recede → *recession* |
| -TION | act → *action* | receive → *reception* | produce → *production* | intend → *intention* |
| -URE | fail → *failure* | please → *pleasure* | press → *pressure* | furnish → *furniture* |
| **suffix** | **nouns mostly coming from adjectives or other nouns** | | | |
| -DOM | king → *kingdom* | bore → *boredom* | star → *stardom* | wise → *wisdom* |
| -ENCY | fluent → *fluency* | agent → *agency* | frequent → *frequency* | current → *currency* |
| -HOOD | boy → *boyhood* | likely → *likelihood* | brother → *brotherhood* | priest → *priesthood* |
| -ICE | just → *justice* | serve → *service* | note → *notice* | coward → *cowardice* |
| -ISM | race → *racism* | ideal → *idealism* | optimist → *optimism* | cynical → *cynicism* |
| -(I)TY | anxious → *anxiety* | able → *ability* | safe → *safety* | vary → *variety* |
| -NESS | noisy → *noisiness* | sad → *sadness* | aware → *awareness* | wild → *wilderness* |
| -SHIP | hard → *hardship* | reader → *readership* | scholar → *scholarship* | partner → *partnership* |
| -TH | long → *length* | grow → *growth* | wide → *width* | deep → *depth* |
| -Y | honest → *honesty* | jealous → *jealousy* | private → *privacy* | difficult → *difficulty* |
| **suffix** | **nouns typically referring to people or their jobs and functions** | | | |
| -OR | jury → *juror* | direct → *director* | survey → *surveyor* | conduct → *conductor* |
| -ER | law → *lawyer* | farm → *farmer* | employ → *employer* | research → *reseacher* |
| -EE | train → *trainee* | refer → *referee* | employ → *employee* | refuge → *refugee* |
| -ANT | assist → *assistant* | serve → *servant* | defend → *defendant* | *account* → *accountant* |
| -IST | art → *artist* | tour → *tourist* | science → *scientist* | physics → *physicist* |
| -CIAN | diet → *dietician* | music → *musician* | magic → *magician* | politics → *politician* |

- Other suffixes indicating human activities or jobs are:
  **-eer** (*engineer, pioneer, volunteer*), **-tress** for female workers (*actress, headmistress, waitress*), **-ent** (*student, president*).

**1** **Complete the following chart with the nouns and adjectives from the box on the right.**

| | verb | noun | adjective |
|---|---|---|---|
| 1 | choose | | |
| 2 | succeed | | |
| 3 | imagine | | |
| 4 | vary | | |
| 5 | heal | | |
| 6 | save | | |

imaginary choosy healthy success safety health image variety various choice safe successful

**2** **Complete the sentences with the correct noun related to the verb in brackets.**

1 Transplantation of organs is one of the greatest _____ in modern medicine. (achieve)
2 I'd like to make a _____ to the sales department. (complain)
3 How many _____ live there? (inhabit)
4 I didn't enjoy the live _____ as much as I expected. (perform)
5 We've had a few _____ in the past few days. (argue)
6 Vincent Van Gogh is my favourite _____ . (paint)
7 I've put on some _____. (weigh)
8 What's the name of the _____ manager? (sell)

**3** **First** **Choose A, B, C or D to complete the sentences.**

1 She gave the baby a _____ look of love.
2 I'm a part-time _____ in a law firm.
3 I work out with a _____ 3 times a week.
4 Are you interested in _____?
5 We had a _____ walk by the lake.
6 My father's best quality is his _____.
7 _____ is the opposite of bravery.
8 The reasons for this are many and _____.

| | | | | |
|---|---|---|---|---|
| 1 | A mother | B motherly | C motherhood | D mothering |
| 2 | A employed | B employer | C employment | D employee |
| 3 | A trainer | B trainee | C trainist | D training |
| 4 | A policy | B politician | C politics | D political |
| 5 | A pleasure | B pleasing | C pleasant | D pleased |
| 6 | A image | B imagination | C imaginary | D imagine |
| 7 | A Cowardice | B Coward | C Cowardly | D Cowardy |
| 8 | A varied | B variously | C variety | D vary |

**4** **First** **Complete the second sentence so that it has a similar meaning to the first using the word in brackets. You must use between 2 and 5 words.**

1 Tom's got a lot of imagination (very). Tom is a _____ boy.
2 How long is the Thames? (the) What's _____ the Thames?
3 I'd like to improve my fluency in English. (become) I'd like _____ in English.
4 I was happy to hear the news. (filled) Hearing the news _____.
5 You usually bite your nails if you feel anxious. (due) Nail biting is _____.
6 The boy ran away to avoid being punished. (escape) The boy ran away _____.
7 I don't know Spanish very well. (little) I have _____.
8 You have improved a lot. (great) You've _____.

**5** **Circle the words that are both verbs and nouns among the one listed below. Write the correct noun next to the remaining ones.**

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1 | warm | _____ | 5 | show | _____ | 9 | trust | _____ |
| 2 | heat | _____ | 6 | lose | _____ | 10 | delight | _____ |
| 3 | grow | _____ | 7 | notice | _____ | 11 | teach | _____ |
| 4 | hope | _____ | 8 | know | _____ | 12 | sing | _____ |

**6** **Complete the grid writing the other words from the same family under the correct heading. In some cases there may be more than one word per category. Look at the example.**

| | noun | verb | adjective | adverb |
|---|---|---|---|---|
| 1 | *relationship / relative / relation* | *relate* | *relative / related* | *relatively* |
| 2 | | impress | | |
| 3 | | | | usually |
| 4 | | please | | |
| 5 | | | carefree / | |
| 6 | | prefer | | |
| 7 | | comfort | | |
| 8 | sense / | | | |

**7** 45 **Listen and complete the article with words deriving from the words in the box.**

certify character custom develop fly head ~~improve~~ invest
man maneuver office perform prepare refined sell simulate

## Pegasus Aircraft Company reveals latest jetpack



The Pegasus Aircraft Company based in Auckland has revealed details of its latest jetpack prototype. The company's CEO, Mark Welsh, said that the new prototype was a key (1) *improvement* over the previous one. 'Changing the position of the jetpack's ducts has resulted in a big step forward in (2) _____ especially in terms of its (3) _____,' said Mr Welsh. He also added that the company has full (4) _____ from the Civil Aviation Authority for (5) _____ flight and has recently made great (6) _____ in increasing the (7) _____ time of the aircraft.
The company's present focus is on further improving the (8) _____ of the jetpack through some engine (9) _____ in order to make it suitable for commercial sale. The company has appointed Henry Stuart to take on the role of Chief Finance (10) _____ with a particular emphasis on assisting it in the (11) _____ of the launch of the jetpack onto the market. 'The jetpack continues to attract interest from potential (12) _____ and (13) _____ worldwide,' said Mr Coker. 'We are still concentrating on its (14) _____ as an unmanned air vehicle'. The company is also working on a jetpack (15) _____ that will be available for (16) _____ in the next few months.

# Word formation: verb affixes

- **Many verbs are also nouns** in English (*coach*, *display*, *hurry*, *phone*, etc), so the function of the word can only be understood in context. In some cases the only difference lies in the stressed syllable (*rècord* = noun / *recòrd* = verb with the main stress on the last syllable). Compare these two examples:
  *I bought this yesterday.* (=noun) → *Do you often TV?* (=verb)
  *Do you need a* **permit** *to fish here?* (**pèr**mit = noun) → *They won't you to leave.* (per**mìt** = verb)
- Another little group of verbs shows similarity to the stem of the nouns they are related to, with a **typical vowel change in the middle** (*song / sing – food / feed – drop / drip*) **or some other other minor changes** (*life / live – gift / give – breath / breathe*). Compare the verbs and nouns in these examples:
  *Junk food is bad for your health.* → *Did you feed the cat?* (feed = give food)
  *What he said is proof of his intelligence.* → *What he said proves his intelligence.*
  *He was out of breath after running.* → *You must breathe more slowly.*

| Main verb prefixes | | | | |
|---|---|---|---|---|
| **EN-**<br>**EM-** | giving a certaing quality as in ***encourage*** (= give courage) or ***enable*** (= make sb able) | | | |
| | light → ***enlighten*** | able → ***enable*** | large → ***enlarge*** | sure → ***ensure*** |
| | rich → ***enrich*** | force → ***enforce*** | bed → ***embed*** | power → ***empower*** |
| **RE-** | doing the same action again or sending it back as in ***return*** and ***refund*** | | | |
| | view → ***review*** | use → ***reuse*** | cycle → ***recycle*** | sell → ***resell*** |

| Main verb suffixes | | | | |
|---|---|---|---|---|
| • The -EN suffix typically refers to shape, size, colour, light, composition, and gives or increases a certain quality as in *strengthen* (= give strength) or *whiten* (= make sth white) | | | | |
| **-EN** | length → ***lengthen*** | wide → ***widen*** | broad → ***broaden*** | like → ***liken*** |
| | height → ***heighten*** | sweet → ***sweeten*** | weak → ***weaken*** | strength → ***strengthen*** |
| • The following suffixes are often found in words from Latin / Greek origins as in *sympathise - signify - operate - finish*. Many of these verbs are mostly used in **more formal English**. | | | | |
| **-ISE** | real → ***realise*** | advice → ***advise*** | analysis → ***analyse*** | memory → ***memorise*** |
| **-IFY** | simple → ***simplify*** | class → ***classify*** | clear → ***clarify*** | pure → ***purify*** |
| **-ATE** | active → ***activate*** | creation → ***create*** | value → ***evaluate*** | date → ***update*** |
| **-ISH** | ban → ***banish*** | final → ***finish*** | distinct → ***distinguish*** | complete → ***accomplish*** |

- Other typical verb affixes from Greek / Latin origin are:
  **IN-** (which indicates acquiring something or an intake): ***in***crease – ***in***habit – ***in***herit – ***in***hale – ***in***flame
  **CO-** (which indicates collaboration or working with): ***co***operate – ***co***habit – ***co***exist – ***co***llaborate
  **-INE** (with different pronunciations): determ***ine*** – exam***ine*** – comb***ine*** – def***ine***
- There may be more than one verb related to the **same root but with different meanings**, which can lead to some confusion. Here are a couple of examples:
  ***assure*** (=make sb sure about sth) – ***ensure*** (=make sure) – ***insure*** (=provide insurance for sth)
  ***clear*** (=remove clutter) – ***clarify*** (=make sth clearer)

**1** **Build verbs with the same stem as the word provided.**

1 belief _____
2 tight _____
3 glory _____
4 light _____
5 high _____
6 character _____
7 dark _____
8 exam _____
9 extinct _____
10 terror _____

**2** **Complete the following sentences with the verbs related to the words in brackets.**

1 He was _____ profusely so they took him to the ER. (blood)
2 We _____ the easiest path because we were tired. (choice)
3 They _____ the match because the other team played better. (loss)
4 Travelling is a great way to _____ your horizons. (broad)
5 My parents have always _____ me to develop my musical gift. (courage)
6 I _____ with you – I'm unemployed, too. (sympathy)

**3** **Choose the correct word among the three alternatives in brackets.**

1 I can (*insure / assure / ensure*) you that you'll be pleased with the results.
2 When I eat too much I have to (*loosen / lose / loss*) my belt.
3 I can't see any (*imagine / imaginary / images*) on the screen.
4 I want to (*enlighten / light / lighten*) my hair a little bit.
5 These sculptures (*memorise / memories / commemorate*) the victims of the Potato Blight.
6 The Anglican Church doesn't (*force / fortify / enforce*) celibacy among its clergy.

**4** **First** **Use the word given in capitals at the end of each line to form a word that fits in the gap. The word must be different to the one provided.**

1 Our company _____ in planning the finest luxury travel services. SPECIAL
2 Before leaving the area, always _____ your campfire is completely extinguished. SURE
3 In Hamlet's soliloquy death is _____ to sleep. LIKEN
4 My father often _____ me for the clothes I wear. CRITICISM
5 I went to the doctor's because the pain in my knee had _____. WORSE
6 Timid children may sometimes _____ to loud people aggressively. RESPONSE
7 How is this word _____? PRONUNCIATION
8 Don't forget to _____ your subscription before it expires. NEW

**5** 46 **Listen to the pronunciation of 8 words and put a tick in the box next to them if they are pronounced as verbs.**

1 present ☐
2 live ☐
3 record ☐
4 desert ☐
5 export ☐
6 object ☐
7 rebel ☐
8 suspect ☐
9 protest ☐
10 increase ☐

**6** **Complete the grid writing the other words from the same family under the correct heading. In some cases there may be more than one word per category.**

| | noun | verb | adjective | adverb |
|---|---|---|---|---|
| 1 | threat | | | threateningly |
| 2 | | fill | full | |
| 3 | | | agreeable | |
| 4 | | | | increasingly |
| 5 | flattery | | | |
| 6 | | | | enjoyingly |

# Word formation: privative and other affixes

| Main privative suffixes | | | | |
|---|---|---|---|---|
| **-LESS** | Typically used to form the opposites of **adjectives** ending in -FUL | | | |
| | useful → *useless* | helpful → *helpless* | fearful → *fearless* | flawed → *flawless* |

**Note!**
Nouns formed from these adjectives typically take the suffix -ness: *hopeless* → *hopeless**ness***

| Main privative prefixes | | | | |
|---|---|---|---|---|
| **UN-** | This privative suffix is the most frequent one and it can be used for all types of words | | | |
| | likely → *unlikely* | sure → *unsure* | less → *unless* | aware → *unaware* |
| **IN-** | correct → *incorrect* | sane → *insane* | secure → *insecure* | credible → *incredible* |

**Note!**
Remember that IN- is not only a privative prefix. For example, ***invaluable*** doesn't mean valueless: it actually means precious (=having great value)

| | | | | |
|---|---|---|---|---|
| **IM-** | possible → *impossible* | polite → *impolite* | mortal → *immortal* | pure → *impure* |
| **IL- / IR-** | relevant → *irrelevant* | regular → *irregular* | logical → *illogical* | legal → *illegal* |
| **DIS-** | pleased → *displeased* | agree → *disagree* | like → *dislike* | courage → *discourage* |
| **MIS-** | behave → *misbehave* | lead → *mislead* | place → *misplace* | print → *misprint* |
| **DE-** | attached → *detached* | inflate → *deflate* | ascend → *descend* | increase → *decrease* |

| Other prefixes | | | | |
|---|---|---|---|---|
| **OUT-** | (often means more than) | *outdo* (=do better) | *outnumber* (=be more) | *outlive* (=live longer) |
| **UNDER-** | (often means less than) | *undergo* | *underestimate* | *understatement* |
| **OVER-** | (means excessively) | *overwhelming* | *overcome* | *oversleep* |

**Note!**
Some groups of words belonging to the same family may be confusing because they can take different negative affixes. Compare the following:

active → **in**active (adjective) – **de**activate (verb=make sth inactive)
able → **un**able (adjective) – **dis**able (=verb) / **dis**abled (=adjective) – **in**ability
belief → **dis**belief (noun) – **un**believable (adjective)
doubt → doubt**less**ly (adverb) – **un**doubtedly (adverb)
care → care**less** (= not paying enough attention) – care**free** (=having no worries)
fortune → **un**fortunate (adjective) – **un**fortunately (adverb) – **mis**fortune (noun)

**1** **Write the opposites of the words in the box under the correct headings.**

accuracy available conscious fearful honest inhabited interpret
literate morality print relevant respectful satisfied sensitive thoughtful

| -less | un- | in- / il- / im- / ir- | dis- | mis- |
|---|---|---|---|---|
| | | | | |

**2** **Complete the following sentences with 6 of the negative words from the ones listed in exercise 1.**

1 In the Middle Ages most people were _____, but things started to change after the introduction of the printing press.
2 I was hit by a stone and my wife found me lying on the ground _____.
3 The man denied being a racist and said that his comment had been _____ by the media.
4 Around 90 per cent of Canada's land is _____.
5 When we arrived our rooms were _____ for the first night of our stay due to plumbing problems.
6 If you hadn't made that _____ remark on her clothes she wouldn't have been offended.

**3** **Match the adjectives (1-6) to their synonyms (a-g) and write the privative affix to make them contraries.**

| | | | | |
|---|---|---|---|---|
| 0 | ☒ C | *un*likely | a | ___ accurate |
| 1 | ☐ | _capable | b | ___ fit |
| 2 | ☐ | care___ | c | ___ probable |
| 3 | ☐ | _sympathetic | d | ___ credible |
| 4 | ☐ | believable | e | ___ pleasant |
| 5 | ☐ | _suitable | f | ___ able |
| 6 | ☐ | _agreeable | g | ___ sensitive |

**4** **First** **Use the word given in capitals at the end of each line to form a word that fits in the gap. The word must be different to the one provided.**

| | |
|---|---|
| We often find ourselves laughing (1) _____ at the strangest moments, even | APPROPRIATE |
| when someone is in pain. As psychologists are discovering, those (2) _____ | HELP |
| giggles might be one of our most important and (3) _____ behaviours. | UNDERSTAND |
| As a (4) _____ at UCLA, Dr Sophie Robson has spent the last few years trying | NEUROSCIENCE |
| to answer these questions. 'Mirth may be the primary way of maintaining (5) _____: | RELATE |
| couples who laugh together find it much easier to dissipate tension after a (6) _____ | STRESS |
| event and they are also (7) _____ to argue over minor matters.' says Robson. | LIKE |
| Although her more uptight colleagues might (8) _____ of her flippant attitude, | APPROVAL |
| Robson understands that laughter may seem to be a trivial, ephemeral, (9) _____ | POINT |
| reaction to events, but it is (10) _____neutral - there's always a meaning to it. | ARGUE |

**5** 47 **Listen to the extract from 'The Fall of the House of Usher' by E.A. Poe, and fill in the blanks with the correct word formed from the stem in brackets.**

During the whole of a dull, dark, and (1) _____ (sound) day in the autumn of the year, when the clouds hung oppressively low in the heavens, I had been passing alone, on horseback, through a singularly dreary tract of country; and at (2) _____ (long) found myself, as the shades of the evening drew on, within view of the melancholy House of Usher. I know not how it was—but, with the first glimpse of the building, a sense of (3) _____ (suffer) gloom pervaded my spirit. [...] What was it—I paused to think—what was it that so (4) _____ (nerve) me in the contemplation of the House of Usher? It was a mystery all (5) _____ (solve); nor could I grapple with the shadowy fancies that crowded upon me as I pondered. I was forced to fall back upon the (6) _____ (satisfy) conclusion, that while, beyond doubt, there are combinations of very simple natural objects which have the power of thus affecting us, still the analysis of this power lies among considerations beyond our depth. [...] I reined my horse to the precipitous brink of a black and lurid tarn that lay in (7) _____ (ruffle) lustre by the dwelling, and gazed down—but with a shudder even more (8) _____ (thrill) than before—upon the remodelled and inverted images of the gray sedge, and the ghastly tree-stems, and the vacant and eye-like windows.

# General Revision

### Units 1-5

**1** **Underline the correct form. In some sentences there may be more than one choice.**

1 Kevin Richardson is a South African animal behaviourist who *specialises / is specialising / has been specialised / is specialised* in lions, leopards and hyenas.
2 We *haven't had / haven't got / don't have / haven't* a TV for years.
3 Tom is really fed up now, he *waits / has waited / has been waiting / is waiting* all day.
4 You look angry. *Have you been arguing / Did you argue / Do you argue / Are you arguing* with Sheila again?
5 I can't stand Vera, she *always shows off / is always showing off / has always been showing off / has always showed off.*
6 The man in this picture *holds / has been holding / is holding / has held* a flashlight in his right hand: I think there's just been a black out.

### Units 2, 3, 4, 6, 7

**2** **Underline the correct form. In some sentences there may be more than one choice.**

1 I *would be / used to be / was / have been* very shy as a boy, though I had a few close friends.
2 The thieves broke into the building easily because everybody *watched / had watched / was watching / have watched* the solar eclipse.
3 **A** *Were you meeting / Did you meet / Have you been meeting / Have you met* my friend Bob yet?
**B** Yes, he *had been / has been / was / was being* at the cinema with us last Saturday.
4 *I've been feeling / I've felt / I felt / I'm feeling* sad since Karen left. I hope to see her soon.
5 We're celebrating because it's been 25 years since we *were married / have married / got married / are married.*
6 He passed all the tests even though he *wasn't studying / hadn't studied / didn't study / hasn't studied much.*

### Units 8, 9

**3** **Underline the correct form. In some sentences there may be more than one choice.**

1 I think you *are finding / will find / are going to find / will be finding* Sandy at the library.
2 I'm so excited: by this time tomorrow we *will travel / are travelling / will be travelling / will have travelled* to Paris!
3 The play *will start / starts / is starting / is going to start* at 4.30 p.m. tomorrow so why don't we meet in front of the theatre at 4.15?
4 I *will see / am seeing / am going to see / will have seen* my friends in town at 5 p.m. You could join us there.

### Units 10, 11

**4** **Underline the correct form. In some sentences there may be more than one choice.**

1 Although Tom *studies hard / hardly studies / studies enough / enough studies* he always gets excellent marks.
2 He's *probable / unlikely / unlike / impossible* to get here in time for the beginning of the show.
3 He *quickly ran / fastly ran / ran quick / ran fast* away when he heard the shot.
4 You'll have to *work harder / hardly work / work more hard / work more hardly* if you change job.
5 I bought a *nice velvet blue / nice blue velvet / velvet nice blue / blue velvet nice* jacket at the new store on the corner.
6 Try this *delicious Italian red / red delicious Italian / Italian delicious red / delicious red Italian* wine!
7 I *do rarely / don't often do / seldom do / don't never do* the sudoku puzzle in the newspaper.
8 I *have still / still have / have still got / still have got* to finish this exercise.

# General Revision

### Units 12, 13

**5** **Underline the correct form. In some sentences there may be more than one choice.**

1 There's *an / some / any / the* ice cream on your T-shirt.
2 Shall I bring you *a little / some / any / a few* strawberries, Madam?
3 There weren't *a lot / many / much / a great deal* stalls at the market because of the rain.
4 You should keep *both / either / every / all* hands on the steering wheel when you drive.
5 *Nobody / No-one / None / Any* of my grandparents is alive.
6 *Every / Each / All / Both* of these 8 paintings belonged to my great-grandfather.

### Units 14, 15, 16

**6** **Underline the correct form. In some sentences there may be more than one choice.**

1 She's one of the *cleverer / more clever / most clever / cleverest* people I've met.
2 Nobody's nearly *boring / more boring / as boring / so much boring* as he is.
3 The more *old I grow / older I grow / more I grow old / more I grow older* the less I like going out at night.
4 If you speak *slowlier / more slowly / most slowly / the more slowly* I'll understand you better.
5 *Less and less / Fewer and fewer / Little and little / Least and least* people buy paper books nowadays.
6 It was *how / so / such / what* an unforgettable experience that we kept talking about it for weeks.
7 I'm *less / fewer / a bit / a little* plumper than I used to be in my teens.
8 The item will be delivered by Friday *at last / at the latest / at the last / at later.*

### Units 17, 18, 19

**7** **Underline the correct form. In some sentences there may be more than one choice.**

1 Mum *needn't have / didn't need to / hadn't to / didn't have to* wear glasses when she was younger.
2 Connor *mustn't have / couldn't have / can't have / mightn't have* been at Steve's party: he was in Ireland for work.
3 You *were supposed to be / should have been / ought to be / had got to be* here at 5: you're half an hour late as usual!
4 Sam, you *mustn't / don't have to / needn't / can't* worry: we'll be back in time for the match on TV.
5 Your roof needs *to be repaired / repairing / have repaired / be repairing.* My dad can fix it in no time.
6 You *aren't allowed to / aren't able to / can't / don't manage to* drink alcohol under 21.

### Units 20, 21, 22

**8** **Underline the correct form. In some sentences there may be more than one choice.**

1 Bring a few more loaves of bread in case we *would need / needed / will need / need* to make more sandwiches.
2 If we *wouldn't have had / haven't had / hadn't had / didn't have* an important meeting we'd have come to the movies with you.
3 They *weren't / wouldn't be / wouldn't have been / hadn't been* so upset now if you had called to tell them you were late.
4 I wish *I had been / I were / I have been / I would be* less shy when I was a child.
5 If only *I would speak / could speak / had spoken / would have spoken* so many languages as you: you're so lucky.
6 Sylvia is such a chatterbox. I wish she *was stopping / had stopped / would stop / stops* talking so much when I work.

### Units 23, 24, 25

**9** **Underline the correct form. In some sentences there may be more than one choice.**

1 When we arrived at the hotel we couldn't go into our room because it *hadn't been cleaned / was cleaned / hasn't been cleaned / was being cleaned.*
2 He *had / made / got / let* his jaw broken many times until he gave up boxing.
3 Why don't you *let / make / have / get* your cat sleep on the bed?
4 This email is in Russian but I can't speak it: I'll *have / make / let / get* it translated by a friend from Moscow.
5 When did you *have / make / let / get* your nose pierced?
6 Just a second, *make me / have me / let me / get me* explain what happened first.
7 Spaghetti is said *being / to be / to have been / having been* brought here by Marco Polo.
8 The police found all the jewels that *were stole / had been stolen / stole / were being stolen* three days before.

### Unit 26

**10** **Underline the correct form. In some sentences there may be more than one choice.**

1 The tour guide *suggested / advised / recommended / told* us not to buy souvenirs in that shop because it was too expensive.
2 Why don't you help me *done / to do / doing / do* the housework for a change?
3 I really can't *help / stand / bear / afford* worrying when my kids are travelling so far.
4 Do you mind *to repeat / repeating / you repeat / repeat* your surname?
5 They were *let confess / made to confess / got to confess / due to confess* after a long questioning.
6 If you can't open that jar this way, try *putting / to put / put / with put* it in hot water.

### Units 27, 28

**11** **Underline the correct form. In some sentences there may be more than one choice.**

1 Tom said he *will phone / was going to phone / would phone / would have phoned* us but he never did.
2 The doctor *said / advised / suggested / recommended* taking some vitamin supplements for a week.
3 John said he *must / should have to / had to / has had to* work at the weekend.
4 *Were you able to / Did you manage to / Could you / Did you succeed in* get in touch with the travel agency?
5 He *complained / warned / blamed / accused* that he hadn't received the goods although he had ordered it a month before.
6 I asked him if I could read his paper but he *denied / forbid / discouraged / refused* to give it to me.
7 James insisted *to pay / on paying / that he paid / with paying* for the pizza because it was my birthday.
8 Professor Higgins congratulated Anne *for passing / to pass / on passing / of passing* the test with the highest mark.

### Unit 29

**12** **Underline the correct form. In some sentences there may be more than one choice.**

1 Did you thank the woman *that she / which / whose / who* found your laptop on the plane?
2 When I was on holiday I made a lot of friends, *who / whom / which / that* was probably the best part of my trip.
3 Our neighbours helped us to move out, *who / which / that / when* was something I'll never forget.
4 Where did you buy the jacket *that you / which you / you / whom you* were wearing yesterday?

# General Revision

### Units 30, 31

**13** **Underline the correct form. In some sentences there may be more than one choice.**

1 We won the second prize *despite / although / even though / however* we had only bought two lottery tickets.
2 He was very worried *due to / because / on account of / since* the mistakes he had made in the test.
3 Well, *in my opinion / according to me / as far as me / In my point of view* we should try the new system.
4 Children can use the toys *unless / until / provided that / as long as* they put them away after playing with them.
5 Mum did the shopping in the morning *so as to / in order to / because of / for* have more time to organise Grandpa's surprise party.
6 I love spending time with friends but *by contrast / in spite / on the other hand / all in all* I also enjoy staying at home on my own.
7 *Since / As / For / Besides* we were in a hurry, we took a taxi to get there.
8 Why don't we go to a Thai restaurant *instead of / whereas / as opposed / unlike* the usual Sushi Café?

### Units 32, 33, 34

**14** **Underline the correct form. In some sentences there may be more than one choice.**

1 She gave *us the news / the news us / to us the news / the news to us* two days ago.
2 What *will it happen / will happen / it will happen / happens* if I press this button?
3 *Neither / Either / Nobody / None* of my parents can ride a scooter.
4 You took part in last year's New York marathon, *have you / didn't you / isn't it / haven't you*?
5 Don't call me before 5 PM, *do you / will you / could you / shall you*?
6 Hugh goes running every day and *so does Peter / so Peter does / so goes Peter / so Peter.*
7 Roger's finished the test but Larry *didn't / isn't / doesn't / hasn't.*
8 I'm not going to be selected, *am I / aren't I / don't I / will I*?

### Units 35, 36

**15** **Underline the correct form. In some sentences there may be more than one choice.**

1 *In / At / On / By* that moment she realised she'd left her ID in the kitchen.
2 The expiry date of the tomato sauce is written *at / on / in / onto* the bottom of the can.
3 Please let me know what you have decided to do *until / before / by / within* the end of next week.
4 Lucy is *in / at / on / into* the hospital: she's visiting her grandmother.
5 We usually travel there *in our caravan / on our scooter / with our van / by the car.*
6 There's a newsagent's *in the end / at the end / on the end / to the end* of this street.
7 The use of the term 'West End' began in the early 19th century to describe fashionable areas *on / to / at / into* the west of Charing Cross.
8 Policemen aren't supposed to smoke or drink when they are *on /at / in / of* duty.
9 Sorry, Madam, this item is not *in / for / at / on* sale: it is just a sample.
10 I'm not responsible *with /of / about / for* what happens after 7PM.
11 Anna and Mark are fond *on / of / with / in* travelling: they have been everywhere on earth.
12 Don't tell your sister: she might be shocked *at / for / with / by* the news.
13 I'm sorry: I didn't do it *by / on / in / for* purpose.
14 Many celebrities spend loads of money *in / for / on / with* cosmetic surgery.
15 I left the party because I didn't like the people and I didn't feel *with / in / at / on* ease.
16 I'm *fed up / upset / annoyed / tired* of waiting: I'm going home.
17 What does the story *tell / deal / talk / speak* about?
18 He suffers *of / with / from / for* a rare disease that can only be cured with this herb.

### Unit 37

**16** **Underline the correct form. In some sentences there may be more than one choice.**

1 If you want to earn more interest you will have to *do / make / get / take* a different type of investment.
2 Why don't you drink some herbal tea? It will *have / make / get / do* you good.
3 It *makes / has / takes / gets* a long time to play the piano so well.
4 I always think I was a very lucky girl because I *had / took / made / got* the chance to travel around the world since a very early age.
5 Let me know when you *make / get / come / reach* to an agreement.
6 I must go on a diet: I've been *earning / getting / putting on / gaining* weight.

### Units 38, 39

**17** **Underline the correct form. In some sentences there may be more than one choice.**

1 Hello, this is Greg Dawson. Could you put me *forward / up / off / through* to Mr Patterson, please?
2 It was really hard for me to *put / break / bring / turn* down his invitation, but I felt it was the right thing to do.
3 What horrible smell! The meat must have *gone / got / come / taken* off.
4 The Black Death broke *in / up / out / down* in 1348 and it killed one third of the population.
5 We *made / did / brought / took* up our cottage and changed all the furniture last year.
6 I usually get on well with him but sometimes we *break up / drop off / fall out / come over* over silly things.
7 If I were you I wouldn't *bring up / take on / come across / run into* the subject again.
8 I hate it when people *break / cut / pick / speak* in while I'm speaking.
9 My son wastes a lot of time *staying up / hanging out / going on / staying over* with friends instead of doing his homework.
10 Would you mind *putting / turning / getting / taking* out your cigarette? This is a non-smoking area.
11 I don't believe in aromatherapy: there is no evidence to *give / set / put / back* it up.
12 I still have a mortgage to pay *off / over / back / out* so I can't spend so much on a holiday.

### Units 40, 41, 42, 43

**18** **Underline the correct form. In some sentences there may be more than one choice.**

1 We're supposed to be tackling this business in an *ordered / ordering / ordinated / orderly* fashion, remember?
2 Charlie is such an *embarrassment / embarrassingly / embarrassed / embarrassing* bad tennis player that no one wants to play with him.
3 My great-grandmother had a very *pleasing / pleasurable / pleasant / pleased* voice.
4 To my utter surprise the fox was *alive / living / live / lively* although it had been run over by the truck.
5 There's a *variable / varied / variety / various* of dialects in our country which have almost nothing in common with each other.
6 You need to be *physique / physic / physical / physically* fit to be a pilot.
7 It was an *enjoying / enjoyable / enjoyment / enjoyed* evening that we'll never forget.
8 The full board formula lets you enjoy a *careless / careful / carefree / caring* holiday and think only about fun.
9 It was a very *uneventful / eventless / uneventual / eventfree* week so we were bored.
10 My 3-year-old child often says *unsensed / insensible / senseless / insensitive* words: I think he's trying to understand how language works.
11 We've been trying to decrease the *likelihood / likeliness / likedom / likelity* of such accidents.
12 Capitalistic societies can only thrive thanks to *consuming / consumerism / consumistic / consumptioning*.

# Audio Scripts

**TRACK 1**

**Unit 1 exercise 4**

Woman: Tell me about your city.
Boy: Well, I live in a town by the sea. I quite like living there.
Woman: How do you usually go to school?
Boy: It depends. When it rains I go by bus, if it's sunny I walk.
Woman: What do you think of horror movies?
Boy: Actually, I enjoy watching them.
Woman: What are your hobbies?
Boy: This year I'm doing a course at the drama school. It's fun.
Woman: What do your parents do?
Boy: My father doesn't work and my mother's a doctor.
Woman: What are your plans for the summer?
Boy: I'm going to Australia for a couple of months.
Woman: What are your subjects this year?
Boy: This year I'm studying Maths, Science and Physics.
Woman: What's the weather like in your country?
Boy: It's usually sunny and warm. It hardly ever rains.

**TRACK 2**

**Unit 1 exercise 7**

Woman 1: And who's this girl?
Woman 2: Which one? The one sitting on the white sofa?
Woman 1: Yes, what a lovely smile...
Woman 2: Oh that's my daughter! She's always walking barefoot at home, which really drives me mad. She can't stand wearing slippers.
Woman 1: She looks like you a lot.
Woman 2: Yeah, I suppose she takes after me.
Woman 1 What are you doing?
Woman 2: Oh, we're browsing through a magazine. I remember that day.
Woman 1: What a wonderful bright living room you have. And I can see a garden through the window behind the sofa.
Woman 2: Yes, though it's not that big...

**TRACK 3**

**Unit 2 exercise 4**

Last night I had a dream that I was babysitting my little sister at my place when someone rang the doorbell. I opened the door and I saw two strange-looking men who were standing on their hands: one of them was wearing a clown outfit while the other looked like an ape and kept telling silly jokes trying to make me laugh. They told me they were looking for their black and white kitten and when I said I hadn't seen it they rushed upstairs where my sister was sleeping. Then I woke up.

**TRACK 4**

**Unit 3 exercise 4**

Few people passed. The man out of the last house passed on his way home; she heard his footsteps clacking along the concrete pavement and afterwards crunching on the cinder path before the new red houses. One time there used to be a field there in which they used to play every evening with other people's children. Then a man from Belfast bought the field and built houses in it – not like their little brown houses but bright brick houses with shining roofs. The children of the avenue used to play together in that field – the Devines, the Waters, the Dunns, little Keogh the cripple, she and her brothers and sisters. Ernest, however, never played: he was too grown up. Her father used often to hunt them in out of the field with his blackthorn stick; but usually little Keogh used to keep nix and call out when he saw her father coming. Still they seemed to have been rather happy then. Her father was not so bad then; and besides, her mother was alive. That was a long time ago; she and her brothers and sisters were all grown up her mother was dead. Tizzie Dunn was dead, too, and the Waters had gone back to England. Everything changes.

**TRACK 5**

**Unit 4 exercise 4**

Tina: George where have you been? It's almost 5 and my parents will be here for dinner by 7.
George: Sorry Tina, I was stuck in a traffic jam for almost an hour and the cell phone battery went dead.
Tina: I hope you've bought all we need for the cocktail at least. Did you find the frozen shrimp?
George: Yes, I got two packets, but unfortunately they were out of mayonnaise.
Tina: Oh, that's not too bad. I can make it myself. But I need the eggs. Did you get them?
George: Yes, I got a dozen. What did you manage to do in the meantime?
Tina: The lasagna is in the oven and it's ready. I wanted to make meatballs but then I realised I didn't have any cheese.
George: I got some Parmesan cheese if you want. Shall we make them now? I'll give you a hand with that.
Tina: Ok, but first put the bottles of white wine you bought in the fridge.

**TRACK 6**

**Unit 5 exercise 6**

Dave: Is that you Rebecca?
Rebecca: Excuse me, I don't think I know you...
Dave: Reb, it's me, Dave. Don't you remember? We were classmates at primary school.
Rebecca: David Crosby! I don't believe it. Boy, have you changed! I would never have recognized you.
Dave: Yeah, I guess I was just a kid and at 10 I had no beard. You look exactly the same, though. What have you been doing in the past 25 years?
Rebecca: Oh, nothing special. I still live here in Brighton, with my husband. I have two kids, a boy of 8 and a girl of 5. I used to work as a teacher but I stopped when I had my second child.
Dave: Sounds great. I have a daughter too, but my ex wife and I got divorced in 2012. I moved to London last year, so I just come here at weekends to see Zoe.
Rebecca: I see. Look, I've got to go now, I have to pick up the kids from school in about 15 minutes. Here's my phone number: why don't you call me this afternoon? If you're in town this weekend, you could come round for a cup of coffee and we could catch up on things...
Dave: Lovely. I'll call you at around 2pm. It was really nice seeing you again. You look wonderful as usual.
Rebecca: Thanks, Dave. I'll speak to you later. Bye!

## TRACK 7

**Unit 6 exercise 3**

It was on a dreary night of November that I beheld the accomplishment of my toils.[...] It was already one in the morning; the rain pattered dismally against the panes, and my candle was nearly burnt out, when, by the glimmer of the half-extinguished light, I saw the dull yellow eye of the creature open; it breathed hard, and a convulsive motion agitated its limbs. [...]

How can I describe my emotions at this catastrophe? [...] I had selected his features as beautiful. Beautiful! -Great God! His yellow skin scarcely covered the work of muscles and arteries beneath; his hair was of a lustrous black, and flowing; his teeth of a pearly whiteness; but these luxuriances only formed a more horrid contrast with his watery eyes, that seemed almost of the same colour as the dun white sockets in which they were set, his shrivelled complexion and straight black lips.

I had worked hard for nearly two years, for the sole purpose of infusing life into an inanimate body. For this I had deprived myself of rest and health. I had desired it with an ardour that far exceeded moderation; but now that I had finished [...] breathless horror and disgust filled my heart. Unable to endure the aspect of the being I had created, I rushed out of the room, continued a long time traversing my bed chamber, unable to compose my mind to sleep.

## TRACK 8

**Unit 7 exercise 4**

Robert Falcon Scott was a British explorer who led two expeditions to the South Pole, and died on the disastrous second trip, along with his crew. His expedition reached the South Pole after Roald Amundsen, who led the first.

Scott led his first British Antarctic expedition on the ship HMS Discovery from 1901 to 1904. On this mission, they sailed along Northern Ross Island to Mount Terror. Scott named this new area King Edward VI's Land. In 1902 Scott made the first balloon flight on Antarctica. From November 1902 to January 1903 Scott and two crew members tried to cross the Ross Ice shelf on a sled pulled by 19 dogs. However they became ill with scurvy and they had to return. Soon after, most of the crew returned to England, but Scott and a few others remained to explore the area until September 1904. When he returned to England, he became very popular and published 'The Voyage of Discovery' in 1905. Scott's second Antarctic Expedition started 5 years later. He set out for Antarctica on June 1, 1910, on a ship called the Terra Nova. He was racing against Roald Amundsen to be the first man to the South Pole. Scott and his crew reached Ross Island on January 4, 1911 and prepared for a sled trip to the South Pole which started on November 1st. While they were still crossing the Beardmore Glacier, Amundsen reached the South Pole on January 4, 1912, so by the time Scott's team reached the pole on January 18, 1912, Amundsen had already left the Norwegian flag there. In his journal, Scott wrote, "Great God! This is an awful place, and terrible enough for us to have laboured to it without the reward of priority." Scott and his crew were frozen, exhausted, disappointed, and suffering from scurvy as they began their return trip. By February 17, one crew member, Seaman Edgar Evans had died. Other members of the expedition began to die, and they set up their last camp on March 11, 1912 only 11 miles from a depot where they could have found supplies. A raging blizzard kept them from the depot, and the remaining crew died at this camp. They were found dead in their sleeping bags by a rescue party on November 12, 1912.

## TRACK 9

**Unit 8 exercise 4**

Brenda: Hi Farrah, did you get my text message?
Farrah: Oh, right... Brad and Lisa's barbecue party next Saturday.
Brenda: I'm definitely going. What about you?
Farrah: I'm not sure yet. If the baby sitter comes for the kids I'll go, but I still haven't talked to her. I guess I will go anyway.
Brenda: I see. I'm going to get something for their new home today. Why don't we go together?
Farrah: Sure, where shall we meet?
Brenda: I'm seeing Adam in front of the department store at 3,30. Let's meet there.
Farrah: Fine, I'll join you there at 3,30 then.
Brenda: Ok, after the shopping I'm going to pick up the kids from the gym. I'm taking them to their favourite pizza restaurant. Do you want to come with us?
Farrah: No, thanks, Brenda. Rob's coming back from Germany this evening. I think I'll have to pick him up from the airport.
Brenda: Ok, see you later then. Bye
Farrah: Bye.

## TRACK 10

**Unit 9 exercise 3**

Cindy: Hi Tracy. What are you doing on Friday?
Tracy: Hey Alex. I'll be going shopping to buy a present for Mick. How about you?
Cindy: I'll be working on my History report and I'll be studying for my Science test.
Tracy: Oh, I see. What about Saturday? I'll be watching the new 'Divergent' movie with Mick after dinner. It's on at the Odeon at 8.15. Why don't you join us?
Cindy: Sounds great. By Saturday evening I think I'll have finished writing my report. Yes, I'd love to go with you. What time do you think you will be leaving to go to the cinema?
Tracy: Mick and I will be leaving right after dinner, at 8, since we live close to the cinema. What time will you be leaving?
Cindy: I think I'll have to leave around 7.30 to be on time.
Tracy: Great, we'll have got there by that time so I'll be meeting you right in front of the box office, ok?
Cindy: fine. See you on Saturday then. Bye Tracy.
Tracy: Bye, Cindy.

## TRACK 11

**Unit 10 exercise 5**

1 A narrow-minded person is a person that is not open to different ideas/thoughts, they do not tolerate opinions that differ from theirs and have biased ideas.
2 A high-spirited person has a lot of energy and enthusiasm which give him/her an optimistic view of life.
3 A well-educated person is someone who has extensive knowledge and culture because he /she has studied for a

long time and probably has a university degree.
4 A well-behaved child has good manners and is never rude. He/She acts and speaks politely and respects social rules.
5 You are absent-minded if you act carelessly or don't think much about the consequences of your actions.
6 A quick-witted person is clever, smart and fast at understanding or discovering things.
7 If a place is brightly-lit it means it isn't dark so you can see well.
8 A strong-willed person is very determined and stubbornly tries to achieve his/her goals. He or she doesn't take no for an answer and won't stop until he/she obtains what he wants.
9 A densely populated area is a place where the percentage of people living in a given zone is very high,
10 If something is outdated it means it isn't modern enough and belongs to the past because it is either unfashionable or too old to be useful

**TRACK 12**

**Unit 11 exercise 6**

1

Jenny: Hi Rob, it's been a while since I last saw you. Have you been studying for your exams?

Rob: Hey, Jenny!.. Well, actually, I've been doing a lot of other things and I've missed a lot of lectures. In fact, I haven't cracked a book in over 3 weeks... well, I guess I'll have to catch up on work now.

2

...and I have a daughter, Emma. She's 37 now. She was born when I was already in my mid-forties and it was a bit hard to raise her on my own as my husband used to work abroad. I was tired all the time because I had a part-time job in the morning and then I looked after her until late at night. I never regretted my choice though: she's a loving daughter.

3

We watched closely as Mrs Watanabe demonstrated how to heat the water, put the tea leaves into the pot and then wait until it was ready to pour into the little cups. We couldn't see what she put inside the cups before pouring the tea, because we weren't in the front row. I think it was a sort of nut or something. You know, the Japanese drink tea in a different way: they don't put any sugar or milk or lemon in it.

4

Man 1: I think we'd better go by taxi. Our flight leaves at 8 a.m. and we can't afford to miss it.

Man 2: Don't worry, we'll be there in time. I have arranged for a taxi to pick us up at 6a.m. Of course we'll feel a bit sleepy, but if we don't go to bed too late, that won't be a problem. Besides, we'll be able to have a nap during the flight to Montreal.

**TRACK 13**

**Unit 12 exercise 2**

'The Phantom of the Opera'
'Gone with the Wind'
'The Heiress'
'The young Victoria'
'The Usual Suspects'
'The Elephant Man'
'The Addams Family'
'The Taming of the Shrew'

**TRACK 14**

**Unit 13 exercise 3**

Interviewer: Are these homes like the ones in your country? Which of these two houses would you rather live in?

Student: Well, both of these houses are really beautiful. Actually, I can't see many differences between them: both have pointed roofs, a wonderful garden with plenty of space and several plants and trees around. I suppose neither of them is in an Italian city, because most people live in flats in my country and very few can afford to live in large houses, because we don't have enough space in towns. In the country it's a bit different, though... anyway, I think I'd love to live in either of these homes, but maybe I slightly prefer the one on the right, because the lawn in front of the house is larger.

**TRACK 15**

**Unit 14 exercise 3**

Grace: Mum, what was it like when you were my age?

Meg: Well, when I was 16 most of the things that are essential for living today didn't even exist then. I mean cell phones, the Internet, MP3 players, Facebook, you know... It surely was easier to live, in a way, though it was harder to communicate. We only had landlines and we needed change to make phone calls from booths; we didn't have as much freedom as you do now. On the other hand, though, we used to spend more real time with real friends... My parents used to be stricter than I am with you and your brother, so we couldn't go out with our friends as often as you do now. We spent more time with our family and less time doing sport or just being at home alone. We were basically less free than you.

Grace: Well, sounds like it was more difficult to be a teen back then. I guess you had a worse life than me, Mum.

Meg: Not necessarily. I mean, you may see it as more boring, but I remember those years as the best in my life, though at that time I thought they were the worst. Something else is different: your generation seems to like being teens for ever. And that makes sense, since you are much freer than we were and you also have more opportunities and more pocket money than our parents gave us. But we looked forward to being grown-ups and start living our own life. In the end I find that you and other kids your age aren't as determined as we were back in the eighties. At 16 I already knew I wanted to be a teacher, so going to school was something I had to and wanted to do, even though sometimes it wasn't as interesting as I would have liked it to be. You just knew that you would have better opportunities if you learnt more.

Grace: That's right. I guess it's harder now to believe that if you do well at school you'll find a better job. Most of my classmates don't really know what they are going to do and I'm as undecided as them, of course.

Mum: Don't worry, Grace. You'll figure out what you want to do later. As for now, just focus on learning as

much as you can and one day, I'm sure, that'll come in handy.

**TRACK 16**

**Unit 15 exercise 3**

1 I've been eating far fewer calories since my operation.
2 You ought to train much harder than you used to.
3 This is by far the driest place in the world.
4 The further we run the sooner we'll get fit.
5 I really love tigers, but unfortunately there are fewer and fewer.
6 It's not nearly as complicated as you think it is.
7 I haven't the slightest idea where he is.
8 She's felt much worse since her daughter left for California.
9 The longer you sleep the healthier your skin will look.
10 I tried putting some more salt in the soup but it got even worse, so I had to throw it away.

**TRACK 17**

**Unit 15 exercise 7**

Both these pictures show beautiful tourist destinations. In the picture on the left I can easily recognize New York City as there's the Statue of Liberty in the foreground... Besides, the skyline in the background is by far the most famous in the world, so I guess anybody could tell that this is the 'Big Apple'. By contrast, the picture on the right is much harder to recognise: it must be an oriental city because the building shown in it has got the typical roof of many Chinese buildings. It may be a theatre or a museum in Hong Kong or in Beijing, but unfortunately I have never been to any Asian country so I can't really tell where the picture was taken. Anyway, I'm quite sure a European traveller would be far more interested in visiting the Far East; actually, China and other oriental cities are becoming more and more popular with tourists because of the increasing importance of Asia in trade; on top of that, oriental culture has always appealed to western people because it's not nearly as well-known as the facts we learn about the western world at schools.

On the other hand, New York is such a unique symbol that it will always attract loads of people from everywhere. New York is also a lot closer to Europe than most Chinese cities, and the further you fly the more expensive the flight. Not everybody can afford to spend so much on a holiday. To make a long story short, I suppose the choice would depend on the number of trips the traveller has made: the more the trips around the world, the less the interest in a western destination.

**TRACK 18**

**Unit 16 exercise 5**

A What an awkward situation.
B I had such a good time with them.
C You have no idea how painful it is.
D There are so many of them.
E How thrilled I felt that day.
F They're such good friends now.

**TRACK 19**

**Unit 17 exercise 4**

If this is your first airline flight, you should take the time to get familiar with common security rules and basic baggage rules, and remember that you have to keep valuable or personal items in your carry-on baggage and not in your checked luggage. When you go through airport security you ought to avoid taking banned or restricted items through the security checkpoint. The items you mustn't bring onboard the plane are usually listed in signs around the checkpoint area: if you happen to take these items by mistake, you will have to leave them to the security personnel. Some items may be carried on board but you are supposed to pack them in the checked baggage. Such items include cutting instruments and knives, tools and sporting accessories like bats or sticks. If you have liquids, gels or aerosols, remember that they need to be kept in individual containers with a capacity of no greater than 3.4 fluid ounces (100 ml). However you don't have to follow this quantity restriction if the liquids, gels or aerosols are used as a treatment for medical conditions. You must also keep money and electronic devices in your carry-on luggage. Last but not least, you had better check all the travel documents well in advance: if your passport needs renewing, for instance, this will take a while, so you shouldn't do it just before leaving.

**TRACK 20**

**Unit 18 exercise 4**

The Honour Code at Providence High School aims at helping students achieve success both in academic work and in character development. It is therefore very important for students to learn and respect these rules.

1 Students may not have more than 10 class absences per year course, However if they exceed this number they will be allowed to recover them by attending extra afternoon sessions at school. The schedule is determined at the beginning of the school year. If the student fails to complete the required recovery for absences more than 10 per course he or she will be given a grade "F" for that course.
2 In the event of an absence, a student must bring a note signed by a parent or legal guardian stating the reason for the absence. Notes presented more than five days after the student returns to school WILL NOT be accepted.
3 Students are permitted to carry their phones and other electronic devices as long as they are turned completely off and not visible during school hours. These devices can only be used as part of their instruction as directed by the teacher. Violation of this rule will result in confiscation of the student's cell phone, iPod, or other electronic device. Cell phones and other electronic devices will be returned after a variable confiscation time: 3 school days for the 1st offence, 5 school days for the 2nd offence, 7 school days for the third offence .
4 Students are required to wear appropriate clothes at all times for health and safety reasons. Students aren't allowed to wear hats, caps, or other headgear, including sunglasses. No item may be carried if it may be used as a weapon. These items will be confiscated. Other items that cannot be worn at school are bedroom slippers, pyjamas, clothing displaying offensive language or pictures, tops exposing stomachs, miniskirts and shorts, see-through clothes.

**TRACK 21**

**Unit 18 exercise 6**

The picture on the left shows a woman and a child, who are likely to be a mother and her young son. She may be telling

him off for doing something he wasn't allowed to do. The boy is sulking and has an angry look in his eyes, but he might be sorry for what he did. In the other picture I can see another mother with her teenage boy. I think he has been working on a maths exercise but can't do it. Maybe he is feeling frustrated because he hasn't managed to solve it yet. His mother looks a bit annoyed: maybe she's telling him that he will never succeed in doing it if he doesn't try solving it in another way.

**TRACK 22**

**Unit 19 exercise 4**

1 I made a big mistake when I decided to leave school and find a job. I was just 16 and back then I just wanted to be independent and do what I wanted. I thought I could do anything I wanted just because I was determined and strong. Now that I have a daughter I find it particularly difficult to convince her that education is important and it will pay off in the end.
2 I still haven't decided what to do after high school: maybe I'll take a gap year and travel around the world before I decide if I want to work or go to university. I may even find a job abroad and decide to live there, who knows... of course my parents would like me to go to university but I still haven't made up my mind.
3 College life is quite different from high school. You need to be well organised if you want to do other things besides studying. I spent most of my freshman year catching up with academic work and getting ready for exams. It can be pretty stressful in the beginning..then you learn to make the most of your time.
4 Things have changed so much since I was a student myself. When you start doing this job you think you will find kids that are just like you at that age. And that's the big mistake. Today's high school students are quite hard to involve in what you are trying to teach them: they get bored easily. A good teacher today is a person that has enough charisma and sense of humour to become someone to look up to..
5 My favourite teacher is Mr Karlsberg. He's been teaching us Science for a couple of years. The thing I like the most about him is that he's friendly and informal, but at the same time he manages to get us to learn. I also like him because of his funny German accent and I love to hear him speak German on the phone.

**TRACK 23**

**Unit 20 exercise 4**

1 ...I haven't the slightest idea, because I don't like to plan my holidays so far in advance. I guess I'll find some cheap last-minute flight, if I can find any in July, and go there . Last year I went to Sardinia and I had a wonderful 2-week holiday in a dream holiday home by the sea. If I don't find anything I can afford, I'll probably get the chance to redecorate my flat: it's been years since I last did it, so that could be a sensible alternative.
2 We usually plan our vacation well in advance because we have 3 kids and when you wait until the very last moment you really have a hard time finding accommodation that is affordable. This year we're going to Florida: we're taking the kids to Disneyworld and then we're going to rent a car and drive down to Miami, where my sister lives. If the weather is fine we may drive further south and stay a couple more days in Key West, the little island where Hemingway lived, you know...
3 I never go on holiday in summer, because I run a Bed&Breakfast and that's when most guests book to have their holidays. My wife and I close our B&B after the Christmas holidays in late January. We really love the sea so 5 years ago we bought a little house in Naxos, a beautiful island in the Cyclades. The weather is fine all year round, so we usually spend a month there in February. Life is really inexpensive on Naxos, so we may decide to move there for good when we retire.
4 I'm a scuba diving instructor so I guess I've been on holiday since I decided to leave my job as an engineer in Melbourne and move to the Maldive Islands. I was fed up with the job and I grabbed the opportunity to make the most of my hobby when I saw the ad in the newspaper and applied for the position. It wasn't hard to make up my mind and leave, because I'm a single 30-year-old man and I have no kids. I only have a sister that I visit once a year when I get back to Australia, if she's not travelling on holiday.
5 My dream is to go to Australia one day. My Spanish cousin has just come back from a year-long study holiday in Perth and he said he had a wonderful time there. Of course, my parents are far from being happy about this plan, because Australia is on the other side of the world. Anyway, I've already started saving up for the flight, which is quite expensive. I think I'll have enough money by the time I turn 18 so I still have to wait 2 years before my dream comes true.

**TRACK 24**

**Unit 21 exercise 5**

Tom: I don't like smartphones at all. I think our life has turned into a nightmare since they invented cell phones. Everybody can call you at any time of the day and night. Unfortunately I need my smartphone for work.

Aysha: I regret leaving university before graduating, but my country was at war so I had to escape a few months before my graduation day. I hope I'll be able to finish what I started one day.

Sheila: I really love horse-riding: I tried it a couple of times when I was on vacation and it's great fun but unfortunately there are no riding schools where I live and can only do it in the summer.

Paddy: I 'm from Cork and I lived there until I was 22. then I married an Italian woman. We got divorced a few years ago but I'm working in Milan now, so I still live here.

**TRACK 25**

**Unit 22 exercise 5**

1 I will never forget the day I met Amrita, the beautiful young woman I sat next to during my flight to Sri Lanka 25 years ago. She had a perfect English accent and had studied Law in England: she had had an adventurous life and apart from being incredibly well-educated and clever, she was breathtakingly beautiful. We exchanged our addresses and phone numbers, but unfortunately I lost her name card when I got back home. Such a pity!
2 ... so I decided I wanted to work because I was fed up being a housewife and full-time mother: I had been feeling useless and depressed with too much time on my hands, and

besides my friends seemed to be thinking that I was spoilt. I had no idea how stressful it would be to juggle between work and family. I wonder why I made that silly decision sometimes...

3 I used to be what is commonly known as a workaholic. Basically all I did was working obsessively. The incredible thing is that not only did I not enjoy my job, I absolutely despised it. I was a lawyer's PA and working overtime was the usual thing. I left the house at 6 and got back home as late as 10 pm. My girl was raised by my baby-sitter before I eventually gave up the job and started living again. I really regret not seeing my daughter grow into the 12-year-old girl she is now, though.

4 When I started university I did it mostly because of my parents, who had always wanted me to be a doctor. My father hadn't had the chance to go to university and I knew that he expected me to partly make his dream come true. I did become a doctor in the end, but I must confess my dream was to be an opera singer. I sing in a choir as often as possible but If I could turn back time I'd probably choose a different path.

5 I've always loved music. My parents were musicians as well so nobody was surprised when I decided I wanted to be a violinist. The thing is that nowadays there are very few people that can actually get good jobs as musicians. I mean, you've got to be really good, and..well, I wasn't. I liked playing and everything, but no matter how hard I tried I never won any competition and I collected countless unsuccessful auditions until I finally gave up and set up a musical instruments store with my parents' help. I guess I shouldn't have wasted so much time on that career...

## TRACK 26

**Unit 23 exercise 5**

0 According to some scholars Richard III probably killed his two nephews.

1 Abraham Lincoln's assassination occurred in 1865.

2 In 2016 they will hold the Olympic games in Rio.

3 Nobody has invented the time machine yet.

4 Have you ever wondered what would happen if an asteroid hit our planet?

5 According to one of the major Swiss telecommunication companies 250,000 fans are viewing the band's website at the moment.

6 It may sound incredible but the best oil you must use to make crispy French fries is oil you have used continuously for a while.

## TRACK 27

**Unit 24 exercise 3**

Porcelain was invented by the Chinese in around the 7th century AD. Then it was exported to the Islamic world. By the 14th century porcelain was being brought to Europe by the Ming Dynasty, which is known for its blue-and-white wares. Much of the porcelain trade was controlled by the Ming Dynasty, thanks to which it spread all over Asia, Africa and Europe through the Silk Road. Later, Portuguese merchants began direct trade over the sea route with the Ming Dynasty in the 16th century and they were followed by Dutch merchants. It was not until the early 18th century that the Chinese process of making porcelain was discovered by a German potter. In the following decades many European potteries started to be set up. Many of the world's best-known potteries were founded during this period - Royal Saxon in 1710, Wedgwood in 1839, Royal Copenhagen in 1772, and Spade, which was established in 1732 in England.

## TRACK 28

**Unit 25 exercise 5**

Ada: Hey! Did you make all these delicious-looking plates of food yourself?

Janet: Of course not. I mean, I love cooking and everything but I'd never have managed to get all of these foods ready for this evening if my friends hadn't helped me: you'll meet them in a few minutes, they're still in the kitchen.

Ada: Oh, I bet YOU made the sweet-sour pork, though. Nobody can make it as well as you. And I can't wait to have some.

Janet: Yeah, but don't worry, it doesn't take as long as you might think. I had the mushroom egg rolls made by Mum: hers taste much better than mine, but she has never let me watch how she makes them: it's a secret recipe. And the curry rice is Japanese style: I had it made by my friend from Tokyo who was my roommate at college. Her name's Kimiko.

Ada: You've made me hungry! Look at the shrimp! So mouthwatering!

Janet: I made Rupert cook that. He didn't want to do anything, but I told him I wouldn't take no for an answer. You know, he lived in Bangkok for a while and he learned to make this Thai speciality from his girlfriend. I've never tasted anything as delicious. And I'm sure you'll love the ginger & clam soup, too: I had it made by Xiao-jia. It's typical of Qing-Dao, the Chinese city he's from. It's hot and spicy.

Ada: Great, I can't wait to start tasting everything. And where shall I put my tiramisu? I hope it tastes as good as the one I made last month.

Janet: I bet it does, unfortunately... I know I'll have to go running every day for two weeks just to shed what we're going to eat tonight (both laughing).

## TRACK 29

**Unit 26 exercise 5**

1 A What about going to the cinema tonight.
B Oh, well, actually I'm a bit tired. Why don't we watch a DVD at home instead? I'm a bit tired..
A Fine, what movie would you like to see?

2 A Have you seen the latest 'Hunger Games' movie?
B Yes, I have. Actually, I really loved it. What about you? Did you like it?
A Well, I didn't like it as much as the first one, but I think it's still a good film. I'd suggest watching it anyway.

3 A I'm sleepy. I think I'll go to bed, Dad.
B Ok, don't forget to brush your teeth, Dave.
A Ok, good night, Dad.

4 Kev Robertson began work as a cameraman in the documentary division of the BBC, as well as shooting music videos. He went on to work as a director of photography on a number of feature films including the award winning 'Quality of Life' which was awarded the Glass Bear at the Berlin Film Festival and the gritty prison biopic 'Black August'.

**TRACK 30**

**Unit 27 exercise 3**

1 Mrs Dalloway said she would buy the flowers herself.
2 'Please, Sir', replied Oliver, 'I want some more'.
3 Oscar Wilde said: 'I can resist anything except temptation'.
4 The monster wondered why people were chasing him away.
5 Jane thought that she had seen Mr. Reeds' ghost because that was where he had died.
6 'Jekyll is ill, too,' Mr Utterson told him.

**TRACK 31**

**Unit 28 exercise 5**

1 My mother regretted buying the smartphone.
2 Tony blamed me for what happened at the party.
3 Eric advised us to put the heavier things in the hand luggage.
4 They recommended going to the Confucian Temple.
5 We agreed to meet at Danny's place.
6 Tom denied doing it.

**TRACK 32**

**Unit 28 exercise 6**

Ann: Hi, Emma. I'm so sorry I'm late. I was leaving the house when I realised I had left my smartphone on the desk in my bedroom, so I rushed upstairs to get it and I stumbled over. I fell down the stairs and bruised my knee.

Emma: Oh, yeah? Well, You always seem to have an excellent excuse for being late.

Ann: I'm not making up an excuse: look at my knee. See? I didn't do it on purpose, of course.

Emma: Well, whatever. The thing is now we've missed the train and we'll have to wait for the next one! And we're going to be late. Remember we had told Sue we'd be there early to help her make pizza and get everything ready for the barbecue?

Ann: Don't worry, Emma. I talked to Jackie on the way here and she told me she'll pick us up in about 20 minutes. She'll drive us there so we'll have plenty of time to help Sue with everything. How about that?

Emma: Oh, that's good news...

Ann: Now, can we go for a coffee while we're waiting for Jackie? My knee really hurts and I need to sit down.

**Track 33**

**Unit 29 exercise 7**

0 The care with which you write a CV is very important.
1 Please, put a tick next to the professional positions for which you want to apply.
2 Are the people for whom you are waiting from South America?
3 I can do without these things.
4 I'm looking for a travel book that has a list of the main hotels in Burma.
5 Tom likes listening to music that I hate.
6 He's talking about a book that he read in his teens.

**TRACK 34**

**Unit 30 exercise 5**

1 I am more and more convinced that, with reference to any public question, it is more important to know what the country thinks of it than what the city thinks. The city does not think much. (Henry David Thoreau)
2 I don't play accurately--any one can play accurately--but I play with wonderful expression. As far as the piano is concerned, sentiment is my forte. I keep science for Life. (Oscar Wilde)
3 The business of a novelist is, in my opinion, to create characters to begin with, and then to set them in the snarl of the human currents of his time, so that there results an accurate permanent record of a phase of human history. (John dos Passos)
4 Among most Christians the Old Testament is little read in comparison to the New Testament. Furthermore, much of what is read is often distorted by prejudice. (Eric Fromm)
5 Men are not to be told anything they might find too painful; the secret depths of human nature, the sordid physicalities, might overwhelm or damage them. For instance, men often faint at the sight of their own blood, to which they are not accustomed. (Margaret Atwood)

**TRACK 35**

**Unit 31 exercise 4**

1 To begin with, the main thing to keep in mind is undoubtedly the purpose of the interview. In other words, it is the candidate's opportunity to show the examiner what he or she can do. Therefore, my advice is to avoid making the examiner spend too much time trying to squeeze words out of you: as a matter of fact, you should do most of the talking.
2 Although candidates may feel nervous and tongue-tied most of the time, some of them sometimes eventually make the opposite mistake: of course they have to show they can express themselves on a variety of issues, however, this doesn't mean they should talk and talk and talk. In my opinion, a candidate will prove to be using the right approach as long as he or she takes the initiative and tries to lead the conversation from time to time. After all, we mustn't forget that it takes two to have a conversation.
3 Broadly speaking, a candidate won't be judged on his or her opinions, despite this, they should nevertheless try and sound interesting. Of course, the examiner is not there to trick you or to make you say the wrong thing; in fact, he will try to put nervous candidates at ease so as to make them confident and fluent. So I'd say relax and enjoy the conversation as a pleasant experience, because as a result what you say will sound more natural and interesting.
4 Well, it's also a question of how you present yourself, I suppose. Undoubtedly, our posture as well as our facial expression can communicate certain things about us as accurately as words can. This is why when you enter the room for an interview, you shouldn't do so in a sheepish way as that may suggest you are not confident. Another thing is that you shouldn't look as if you're about to go through the worst experience. Last but not least, avoid sitting with your arms and legs firmly crossed as if you were protecting yourself from possible attack.
5 When we have a conversation with someone, we usually look at them; moreover, we often smile and nod to show that we are still following what they say. As a consequence, it's not a good idea to spend all the time in the interview gazing at the floor or at your legs; instead, you should look at the examiner, you can smile and even joke during the exam if you don't over do it, of course.

**TRACK 36**

**Unit 32 exercise 6**

1 Last summer I went with my parents to Sardinia. It was indeed a wonderful holiday.
2 I like very much pizza: it definitely is my favourite dish.
3 I will choose probably Engineering when I next year go to University.
4 Did you write in pencil the answers of the test?
5 I don't know very well my new neighbours but they look friendly.
6 I ate quickly my lunch because I was late.

**TRACK 37**

**Unit 33 exercise 5**

Wuthering Heights is a famous novel written by a 19th-century writer called Emily Brontë . It tells about the impossible love story between Catherine and Heathcliff, two characters that seem to be more Romantic than Victorian. Heathcliff loves Catherine, but she decides to marry Edgar Linton, who is a wealthy handsome young man. Heathcliff runs away and when he comes back he's a rich man that is determined to take revenge: he ruins Catherine's brother Hindley, treats Hindley's son Hareton like an animal and marries Linton's sister Isabella only to make her miserable. The story is told by two narrators: Nelly Dean, the servant who has been close to Catherine and Heathcliff through their childhood years up, and Mr Lockwood, a gentleman who knows very little about the story. The book ends with the children of the two protagonists, Catherine's daughter and Hareton (Heathcliff's son), who are going to get married.

**TRACK 38**

**Unit 34 exercise 1**

1 Shut up, can't you?
2 You couldn't give me a lift downtown, could you?
3 Banks close at 5 pm, don't they?
4 It was a lovely concert, wasn't it?
5 Terry's daughter has lovely blue eyes, doesn't she?
6 You haven't found my earring in your car, have you?

**TRACK 39**

**Unit 35 exercise 2**

Boy: All of these pictures show beautifully furnished bedrooms. Which of them would you choose for an article?

Girl: Personally I prefer the room with the chest of drawers and the lamp on the right: it looks really large and I also like the wooden beams on the ceiling and door windows on the left which let a lot of light in. What about you?

Boy: Well, it's hard for me to decide: I prefer sparse furniture with very few things around, and I'm more into homes with modern interior design, so I'd probably choose the one with the vase of flowers on the chest of drawers. I'm sure I'd never choose the room with the wooden chest at the bottom of the bed. Do you like it?

Girl: No, not really. It looks much smaller than the other three and there are too many things in it. However, I find that the picture you'd choose shows a room that is a little too impersonal. I wouldn't feel comfortable sleeping in such a room. Besides, magazines often show these kinds of modern furniture so it would also be a bit boring.

Boy: Yes, maybe you're right. Well the picture with the framed windows on the right doesn't look bad. There are a few things that I don't like much, like the nightstand by the bed and the dark leather armchair in the corner, but I guess this one looks much more clutter-free than picture D.

Girl: Well, I think this room looks a bit cold as well, but at the same time it is not as impersonal as the one in picture C. I think this could be the picture we agree on.

Boy: well, on second thoughts I feel that the picture you chose in the beginning is actually the best one. I don't really like wooden furniture but lots of people do, and at least the room is really large and brightly-lit

**TRACK 40**

**Unit 36 exercises 5 and 6**

The chart shows the changes in the annual market share of four hi-tech products over a period of 4 years. Overall, there has been a steady growth in the sales of smartphones and tablets, whereas the total amount of PCs on the market fell by 20% . The strongest product category appears to be the smartphone sector, which has increased from 55% at the beginning of the period to 60% in 2015: the sales of this product are expected to increase by 5 more points in 2016 and reach a market share of 70% in the following year. Tablet sales show a trend that is similar to smartphones: in 2014 the market share of this product was only 10% but it is expected to grow by 5% in 2016 and remain the same over the next year. The forecast is based on the fact that in 2015 the tablet sector held 13% of the market. By contrast, there will be a dramatic decrease in desktop PC sales, which will drop from 15% to 10% in 2015. Demand for this product will lose 2 more points in 2016 and it is estimated that by 2017 the desktop market share will be one third of the 2014 figure. The portable pc market share shows a less dramatic decrease, starting from 20% in 2014: in 2015 it decreased by 3% and it is expected to lose 5 more points in the following year. The 2017 portable PC sales are expected to be half the share they had at the beginning of the 4-year period.

**TRACK 41**

**Unit 37 exercise 5**

When you get ready for an exam, organising your academic work will make the difference and help you to achieve your goals without feeling stressed out or insecure before the test.
Ideally you should focus on a course at a time in order to concentrate harder, but if you can't help working on more than one course, make sure you plan ahead on what you will do first, giving priority to the hardest subjects.
Remember to write down what your professors explain in class so that you will have plenty of notes to work on when you start the study phase. At home you can also look into the subjects you find more difficult to understand by looking up information on the Internet.
Schedule your individual work carefully since memorising data will take a while: if you're preparing for a written examination with exercises, do as much practice as possible; when you have an oral test, you can learn things faster if you list the main points of the topic you will have to talk about.
Last but not least, avoid studying on the day before the exam as you will need to rest after the effort you've made. Whether you choose to see your friends or go for a walk, try not to think about the test and relax.

**TRACK 42**

**Unit 38 exercise 6**

1 We've got enough cheese, but we're running out of eggs. We also need some olive oil.
2 I was doing well at university in the first year, anyway two years later I dropped out and set up my own business. It is the best choice I've ever made.
3 She called on me this morning. It was such a great surprise. I hadn't heard from her for a while, so it was really nice to talk to her again.
4 It took us six months to do up the house before we could actually move in, but I'd say it was worth it. It looks as if it was new.
5 Too bad the party's been put off to Friday. I'll be in France then. I always miss the best things about school.
6 I've no idea how Ruth came into such a fortune. She kept complaining that she couldn't live on her salary, Now I guess the problem's over.

**TRACK 43**

**Unit 39 exercise 4**

1 ...And I went to see it with my friend Alice.Well, to tell you the truth, the film let me down a bit. After all it won four Oscars. I definitely liked the acting and the montage was great, though.
2 ...So I just bumped into Sally while I was on my way to the shops last Saturday. I hadn't seen her for ages so we arranged to meet for a coffee tomorrow: I guess we'll spend hours talking about what we've been doing in the past few years.
3 Did you hear about Alice's husband? He's been arrested for stealing lots of things from the supermarket he worked in. Apparently he'd been doing it for a while, but I didn't expect Alice to turn him in.
4 I used to be very different back then. As a teenager I tended to keep to myself and I felt awkward with the other kids my age. Grace was the one that changed it all. She helped me to build up my confidence and enjoy being with other people.
5 I studied German when I was at university. My boyfriend was from Berlin so I had a chance to speak it whenever I felt like. Unfortunately I've never had to use it for work so I guess it'll take some time to revise it before I move to Munich.

**TRACK 44**

**Unit 40 exercise 4**

1 if something or someone is loathsome, it means that they fill you with disgust.
2 a cowardly person is someone who is afraid and lacks courage.
3 if you feel sheepish you feel embarrassment about something.
4 An orderly person is someone who likes keeping things neat or well-arranged.
5 an affluent person is very wealthy and can afford to pay large sums of money.
6 a whimsical person behaves in a playful erratic way that isn't easy to predict.

**TRACK 45**

**Unit 41 exercise 7**

The Pegasus Aircraft Company based in Auckland has revealed details of its latest jetpack prototype. The company's CEO, Mark Welsh, said that the new prototype was a key improvement over the previous one. "Changing the position of the jetpack's ducts has resulted in a big step forward in performance, especially in terms of its maneuverability," said Mr Welsh. He also added that the company has full certification from the Civil Aviation Authority for manned flight and has recently made great headway in increasing the flight time of the aircraft.
The company's present focus is on further improving the characteristics of the jetpack through some engine refinements in order to make it suitable for commercial sale. The company has appointed Henry Stuart to take on the role of Chief Finance Officer with a particular emphasis on assisting it in the preparation of the launch of the jetpack onto the market.
"The jetpack continues to attract interest from potential customers and investors worldwide," said Mr Coker. "We are still concentrating on its development as an unmanned air vehicle". The company is also working on a jetpack simulator that will be available for sale in the next few months.

**TRACK 46**

**Unit 42 exercise 5**

1 pre'sent (verb)
2 live (adverb)
3 'record (noun)
4 de'sert (verb)
5 'export (noun)
6 ob'ject (verb)
7 'rebel (noun)
8 'suspect (noun)
9 pro'test (verb)
10 in'crease (verb)

**TRACK 47**

**Unit 43 exercise 5**

During the whole of a dull, dark, and soundless day in the autumn of the year, when the clouds hung oppressively low in the heavens, I had been passing alone, on horseback, through a singularly dreary tract of country; and at length found myself, as the shades of the evening drew on, within view of the melancholy House of Usher. I know not how it was–but, with the first glimpse of the building, a sense of insufferable gloom pervaded my spirit. [...] What was it–I paused to think– what was it that so unnerved me in the contemplation of the House of Usher? It was a mystery all insoluble; nor could I grapple with the shadowy fancies that crowded upon me as I pondered. I was forced to fall back upon the unsatisfactory conclusion, that while, beyond doubt, there are combinations of very simple natural objects which have the power of thus affecting us, still the analysis of this power lies among considerations beyond our depth. [...] I reined my horse to the precipitous brink of a black and lurid tarn that lay in unruffled lustre by the dwelling, and gazed down–but with a shudder even more thrilling than before–upon the remodelled and inverted images of the gray sedge, and the ghastly tree-stems, and the vacant and eye-like windows.

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## Unit 1

**Exercise 1**
1h – 2a - 3d – 4c – 5g – 6e – 7b – 8f

**Exercise 2**
1 is the dog smelling – 2 feels – 3 'm thinking – 4 are having – 5 looks – 6 hate – 7 are they looking – 8 'm trying

**Exercise 3**
1 don't usually walk – 2 I'm finishing – 3 does your sister go – 4 doesn't snow – 5 isn't working – 6 does Tom do – 7 do they drive – 8 Do you have – 9 are you always leaving – 10 is Anne waiting / don't know

**Exercise 4**
1 Well, I live in a town by the sea. I quite like living there.
2 It depends. When it rains I go by bus, if it's sunny I walk.
3 Actually, I enjoy watching them.
4 This year I'm doing a course at the drama school. It's fun.
5 My father doesn't work and my mother's a doctor.
6 I'm going to Australia for a couple of months.
7 This year I'm studying Maths, Science and Physics.
8 It's usually sunny and warm. It hardly ever rains.

**Exercise 5**
1She usually works at the law firm but this week she is working from home.
2 Terry isn't eating much these days. Does she have any problems?
3 Peter doesn't remember names well.
4We are taking the bus to work this week but normally we walk.
5 Do you often go to the theatre in the evening?
6 How often does she play basketball?
7 This year we're going on holiday in June but we usually go in August.
8 The sun is shining but I don't have any time to go to the beach.

**Exercise 6**
1 am writing – 2 need – 3 am leaving – 4 is working – 5 leaves – 6 have – 7 Do you think – 8 hope – 9 aren't doing – 10 are

## Unit 2

**Exercise 1**
1 was it raining – 2 ran / heard – 3 were you going – 4 landed / got – 5 was standing was – 6 did Mary leave

**Exercise 2**
1 wasn't listening / didn't hear – 2 walked / started – 3 couldn't – 4 was it snowing / broke – 5 didn't have / had – 6 did Terry do – 7 wasn't looking / didn't see – 8 was Jack / was driving – 9 did you see – didn't disturb – was studying – 10 heard / were talking

**Exercise 3**
1 started – 2 was leaving – 3 realised – 4 found – 5 was lying – 6 ended – 7 grabbed – 8 got – 9 was getting – 10 stumbled – 11 fell – 12 was staring - 13 was moving – 14 went – 15 told

**Exercise 4**
1 was babysitting – 2 rang – 3 opened – 4 saw – 5 were standing – 6 was wearing – 7 looked – 8 kept - 9 told - 10 were looking – 11 rushed – 12 was sleeping

## Unit 3

**Exercise 1**
YES: 1 – 4 – 6 – 7 – 10; NO: 2 – 3 – 5 – 8 – 9

**Exercise 2**
1 used to love – 2 used to be – 3 did you use to like – 4 didn't use to go – 5 used to be – 6 didn't use to be

**Exercise 3**
1 used to see / fell out – 2 didn't use to write / met / started – 3 used to hate – 4 used to have – 5 lived / used to go – 6 Did you use to be

**Exercise 4**
1 passed – 2 heard – 3 used to be – 4 used to play – 5 bought – 6 built – 7 used to play – 8 played – 9 used often to hunt – 10 used to keep – 11 saw – 12 seemed

**Exercise 5**
1 didn't use to be – 2 used to be able / forgot – 3 would-used to call / took – 4 used to enjoy / gave up – 5 used to be / used to get – 6 would – used to fast / was

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## Unit 4

**Exercise 1**
1 half an hour ago – 2 still – 3 25/ today – 4while running – 5 She'll be back soon. - 6 before becoming the US President

**Exercise 2**
1 left – 2 did you sell – 3 we've spent – 4 did the film start – 5 didn't like – 6 they've been – 7 did you feed – 8 broke

**Exercise 3**
1 My mother has never skied.
2 Jack won the match this morning.
3 Amanda and her parents moved here in 2005.
4 When did you buy the new scooter?
5 Has anybody called the police yet?
6 I've already done this exercise twice.
7 Danny left the house a few hours ago.
8 How many novels did Oscar Wilde write?

**Exercise 4**
George: shrimp – eggs – cheese – white wine; Tina: lasagna

**Exercise 5**
1 haven't finished my homework – 2 has just started – 3 had breakfast yet – 4 first time we have seen – 5 worst book he has written – 6 has gone

**Exercise 6**
A - C – C – C – B – B

## Unit 5

**Exercise 1**
1 Brad has been learning Japanese since he went to Tokyo. - 2 I've been collecting beer cans for 5 years – 3 Dad's been driving since this morning – 4 Yuja Wang's been playing the piano since she was 6 – 5 How long have they been working for this company? - 6 I've been thinking about you all day.

**Exercise 2**
1 did you live – 2 worked – 3 have known – 4 since – 5 hasn't had – 6 have you seen – 7 are you crying / I've been cutting – 8 has repaired / is working – 9 has loved / was – 10 haven't watched / for

**Exercise 3**
1 haven't talked – 2 have met – 3 Has...been hiding – 4 has .. made – 5 have hated – 6 have been washing – 7 have been running – 8 has … been doing – 9 have been making/ have made– 10 has repaired

**Exercise 4**
wrong ones & corrections: 1 haven't listened – 2 has it been raining? - 4 I've had – 6 for – 7 I've liked – 8 has read.

**Exercise 5**
1 have been studying Mandarin for – 2 is it since you – 3 not seen him since – 4 has been married for – 5 since I (last) had – 6 since Emma started – 7 it since you bought – 8 long has Karla known – 9 since I stopped playing – 10 have had this computer since.

**Exercise 6**
1 have known / since – 2 haven't met for – 3 hasn't changed – 4 has grown – 5 has lived – 6 hasn't worked since – 7 has been living / for – 8 has been / since.

**Exercise 7**
1 rose – 2 played – 3 have made – 4 has been directing – 5 since – 6 has directed – 7 was – 8 had considered – 9 is – 10 avoids – 11 has been supporting – 12 claimed.

## Unit 6

**Exercise 1**
1 were / had lost -2 got / hadn't started – 3 had you had / had – 4 didn't pass / hadn't studied – 5 had seen / fell – 6 found / had been

**Exercise 2**
1 had already had / married – 2 received / hadn't heard – 3 tried / went / had forgotten – 4 were / hadn't eaten / ordered – 5 was / had made / had spent – 6 hadn't finished / left – 7 hadn't seen / failed / met – 8 had always wanted / came / didn't feel / had expected

**Exercise 3**
1 beheld – 2 pattered – 3 saw – 4 breathed – 5 had selected – 6 covered – 7 was – 8 seemed – 9 had worked – 10 had deprived – 11 had desired – 12 had finished – 13 filled – 14 had created – 15 rushed – 16 continued

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**Exercise 4**
1C – 2B – 3A – 4D – 5A – 6A – 7D – 8C – 9A - 10D

## Unit 7

**Exercise 1**
1F she had been buying tickets for 25 years.
2E it had been snowing all night.
3G I had been crying.
4B she had been working on radioactivity for years.
5C I had been driving for three hours.
6A he had been feeling sleepy since the morning.

**Exercise 2**
wrong ones and correction: 2 I had had – 3 had you been waiting (had you waited) – 6 had finished – 8 had finished

**Exercise 3**
1B – 2A – 3C – 4A – 5B – 6D - 7B – 8D – 9B – 10A – 11D – 12C

**Exercise 4**
false statements and corrections: 1 Amundsen was the first one, Scott was the second. - 4 When Scott arrived at the South Pole, Amundsen had left – 5 only one crew member had died.

## Unit 8

**Exercise 1**
1J – 2F – 3A – 4E – 5C – 6H – 7I – 8B – 9D - 10G

**Exercise 2**
1 's going to – 2 will you make – 3 'm going – 4 will you be – will rain – 5 'm going to have – 6 'm going to have – 7 study – 8 are you having – 9 'll throw – 10 will have – 11 leaves – 12 're taking.

**Exercise 3**

1 won't be / is – 2 will be / is going to give / will probably invite – 3 is going to be - 4 'm not going - 5 won't let / do – 6 will snow – 7 are we going to do – 8 'll do – 9 are Jack and Sally getting – 10 Will Carol be / 'm seeing / 'll go.

**Exercise 4**
1 False – 2 T – 3 T – 4 T – 5 F – 6 F

**Exercise 5**
1 A – 2 B – 3 C – 4 C – 5 B – 6 A

**Exercise 6**
1 you doing / you going to do – 2 is going to – 3 Will you put – 4 the weather going to be /will the weather be – 5 going to be – 6 unless he trains hard.

**Exercise 7**
1 'll be able to – 2 'm leaving – 3 takes off – 4 'll have to – 5 is driving – 6 'll have – 7 will last – 8 is going to be / will be – 9 will probably sleep – 10 are you going to pick – 11 send – 12 'll get – 13 'll get - 14 'll call – 15 arrive.

## Unit 9

**Exercise 1**
1F – 2H – 3G – 4A – 5B – 6C – 7D - 8E

**Exercise 2**
1 will have left – 2 will be arriving – 3 will be leaving – 4 will have left – 5 will be arriving – 6 will have arrived

**Exercise 3**
wrong sentences: 2 Tracy will be watching a movie on Saturday evening. - 4 they will be having dinner at home. - 5 she will be leaving earlier, at 7,30.

**Exercise 4**
1 will be going home – 2 be doing something wrong – 3 knew he would regret – 4 will have learnt – 5 will have – 6 we would be

**Exercise 5**
1 will have just left – 2 will be landing – 3 will have visited – 4 will have been – 5 will be listening – 6 will be having – 7 will have travelled – 8 will be going

**Exercise 6**
1 would – 2 was going to – 3 would – 4 was going to / would – 5 was about to – 6 were going to

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## Unit 10

**Exercise 1**
1older – 2 lonely – 3 amazing – 4 lively – 5 sick – 6 spotted

**Exercise 2**
1A – 2B – 3B – 4C – 5C – 6B

**Exercise 3**
1 25-year-old – 2 dark-haired – 3 man-eating – 4 sugar-free – 5 400-page – 6 long-lasting

**Exercise 4**
1 got long curly blonde – 2 a handsome blue-eyed – 3 two 18-year-old – 4 on a 3-day trip – 5 of my friends was awake – 6 have a two-foot long

**Exercise 5**

1f – 2i – 3h – 4a – 5b – 6d – 7g – 8j – 9e - 10c

## Unit 11

**Exercise 1**
1 fully – 2 particularly – 3 practically – 4 early – 5 in a lonely way – 6 dryly – 7 subtly – 8 suddenly – 9 busily – 10 hourly – 11 monthly – 12 organically

**Exercise 2**
1soft – 2 in a lovely manner – 3 politely – 4 late – 5 slightly – 6 fast - 7 hardly – 8 happily – 9 nearly – 10 particularly

**Exercise 3**
1 You speak English very well.
2 The teacher took all the children outside.
3 He has already been to Korea twice.
4 I've almost finished the book.
5 There aren't enough eggs: we must buy a few.
6 Perhaps there will be flying cars in the future.
7 My grandmother could speak four languages fluently.
8 Paula is never late for school.
9 Surely you have got a bicycle.
10 we can clean the windows later.

**Exercise 4**
T (3 – 8 – 10) / F (1 – 5 – 7) / V (2 – 6 – 9 ) / M (4 – 11 – 12)

**Exercise 5**
1A – 2B – 3B – 4D – 5C – 6C – 7A – 8A

**Exercise 6**
1C – 2B – 3A - 4B

**Exercise 7**
1A – 2A – 3B - 4B

## Unit 12

**Exercise 1**
1 the / a – 2 a – 3 a / a – 4 the / a – 5 a / the – 6 a / a / the – 7 the / a – 8 a / the

**Exercise 2**
'The Phantom of the Opera' – 'Gone with the Wind' - 'The Heiress' – 'The young Victoria' – 'The Usual Suspects' – 'The Elephant Man' - 'The Addams Family' – 'The Taming of the Shrew'

**Exercise 3**
1 the / the / 2 X – 3 the / the – 4 the / the – 5 X / X / X – 6 the – 7 X – 8 X / X – 9 X – 10 X – 11 X – 12 the / the / X / X – 13 the – 14 X / the / X – 15 the / the – 16 X – 17 X – 18 the / the / X

**Exercise 4**
1 The Simpsons – 2 the history of England – 3 French people are really proud – 4 the third picture – 5 the tiger is an – 6 Young people - 7 during the First World War – 8 a useful suggestion.

## Unit 13

**Exercise 1**
1some – 2 lots of – 3 lots of – 4 no – 5 a bit of – 6 enough – 7 hardly any – 8 several

**Exercise 2**
wrong sentences + correction: 1 ~~much~~ = a lot of sport – 3 ~~little~~ = a little – 5 ~~any~~ = some – 6 ~~much~~ = enough

**Exercise 3**
1 both of – 2 many – 3 both – 4 plenty of – 5 several – 6 neither – 7 most – 8 very few – 9 enough – 10 either

**Exercise 4**
1 each – 2 all – 3 every - 4 all – 5 whole – 6 each – 7 every – 8 whole

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**Exercise 5**
1 plenty – 2 enough – 3 few – 4 some – 5 some – 6 little – 7 both – 8 lot – 9 none – 10 much – 11 neither – 12 all

**Exercise 6**
1E both – 2G little / much – 3D neither – 4C all / none – 5B too many – 6A some – 7F every / few – 8H whole

## Unit 14

**Exercise 1**
1 heavier than – 2 wider than – 3 harder – 4 earlier – 5 farther / further – 6 more fluently – 7 worse ...than – 8 busier than – 9 more interesting – 10 more popular than – 11 more softly – 12 better than

**Exercise 2**
1 Is Tokyo the most crowded city in the world?
2 In May the climate is dryer than in November.
3 Who is younger: you or your brother?
4 Mona Lisa is the most popular painting by Leonardo da Vinci.
5 It's the most exciting trip I have ever had.
6 Cindy is prettier than the other girls in the class.
7 Monday is the worst day of the week.
8 Which is the hardest subject at school?

**Exercise 3**
false + corrections:
2 They had less freedom than now and couldn't go out as often as now.
3 Today's teens do more sport than in the past.
6 They had less money but they were more determined to be independent.
8 Like her classmates Grace still doesn't know what she's going to do.

**Exercise 4**
1 to be fewer cars than – 2 the exercise more quickly than – 3 not as noisy as – 4 as much as – 5 as well as I can – 6 longer than him (he did) – 7 the oldest person – 8 few people as friendly - 9 is as shy as – 10 live closer to the school

## Unit 15

**Exercise 1**
1far – 2 nearly – 3 a bit earlier – 4 just – 5 less – 6 a great deal – 7 far fewer – 8 nearly as many – 9 a bit – 10 larger and larger

**Exercise 2**
Wrong sentences and corrections: 1 ...the weaker you'll get – 2 He's a great deal better … - 4 … the earlier we'll … - 5 ...in the world – 8 … the worse you feel.

**Exercise 3**
1 eating far fewer calories since
2 ought to train much harder than
3 by far the driest
4 further we run the sooner
5 unfortunately there'll be fewer and fewer
6 not nearly as complicated as you
7 haven't the slightest idea
8 She's felt much worse since
9 The longer you sleep the healthier
10 more salt in the soup but it got even worse

**Exercise 4**
1 just as tall as – 2 older you are the – 3 much worse than – 4 more and more expensive – 5 by far the oldest of – 6 a bit / a little more talkative than Tracy – 7 not nearly as important as – 8 fewer and fewer

**Exercise 5**
1 by far – 2 much/far - 3 almost/nearly – 4 nearly – 5 slightly – 6 by far – 7 far – 8 slightly

**Exercise 6**
1 which – 2 more – 3 on – 4 the – 5 the – 6 far / much – 7 at – 8 as – 9 what – 10 these – 11 than – 12 make – 13 if - 14 been – 15 by – 16 as

**Exercise 7**
1C – 2A – 3B – 4A – 5B - 6C

**Exercise 8**
1C – 2A – 3E - 4D

## Unit 16

**Exercise 1**
1F – 2C – 3A – 4E – 5D – 6B

**Exercise 2**
1 such a – 2 such – 3 so – 4 such a – 5 so – 6 such – 7 so – 8 such

**Exercise 3**
1A – 2C – 3A – 4D – 5A – 6C – 7C – 8B

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**Exercise 4**
1What a lovely smile – 2 such a good singer – 3 such a long way – 4 quite a surprise – 5 such an embarrassing – 6 how lively she – 7 such heavy rain (that) – 8 baby is so

**Exercise 5**
1C – 2E – 3B – 4F – 5D - 6A

## Unit 17

**Exercise 1**
1f – 2e – 3a – 4h – 5d – 6b – 7g – 8c

**Exercise 2**
1 do you have to – 2 mustn't – 3 had to – 4 mustn't – 5 doesn't have to – 6 will have to 7 doesn't have to 8 have to

**Exercise 3**
false: 3 you mustn't bring banned items to the security checkpoint area / on the plane – 4 you must keep them in you checked luggage – 5 you may carry them on the plane if they are medicines

**Exercise 4**
A4 don't have to – B3 must – C6 had better – D1 mustn't – E2 mustn't – F5 shall

**Exercise 5**
1B – 2D – 3A – 4D – 5A – 6D – 7B – 8A – 9D - 10B

## Unit 18

**Exercise 1**
1c – 2g – 3h – 4b – 5d – 6e – 7a – 8f

**Exercise 2**
1couldn't / were able to – 2 be able to / could – 3 allowed to / had to – 4 may / won't manage to – 5 mightn't / could – 6 likely to / may

**Exercise 3**
1b – 2c – 3a – 4c – 5a – 6d – 7c – 8d

**Exercise 4**
1 may not / can't – 2 be able to – 3 can't / don't – 4 must – 5 may/can – 6 aren't allowed

**Exercise 5**
1 There might be a train strike next Thursday.
2 Was Rose able to get a refund?
3 They are likely to be a bit late.
4 Will I be allowed to get in?
5 It is unlikely to happen again.
6 He succeeded in locking the doors.
7 I'm not allowed to drink alcohol.
8 They mightn't be at home.
9 Will you manage to come?
10 He can sing well.

**Exercise 6**
1 likely – 2 may – 3 allowed – 4 might – 5 can – 6 can't – 7 managed – 8 succeed

## Unit 19

**Exercise 1**
1h – 2g – 3c – 4a – 5e – 6f – 71 - 8d

**Exercise 2**
1must have studied – 2 may be – 3 shouldn't – 4 can't – 5 might – 6 mustn't – 7 could – 8 must – 9 needn't have brought – 10 may not

**Exercise 3**
1 had – 2 be – 3 to – 4 must – 5 have – 6 should – 7 have – 8 should / shall – 9 can – 10 allowed

**Exercise 4**
1D – 2G – 3H – 4B – 5F

## Unit 20

**Exercise 1**
1D (until) – 2F (unless) – 3G (if)– 4B if– 5A (in case) – 6C (as long as)– 7H (when) – 8E (after)

**Exercise 2**
1 will you spend / win – 2 don't disturb / sleeps – 3 don't get / will go – 4 will feel / drink – 5 apologises / won't talk – 6 won't bite / don't touch

**Exercise 3**
1 won't feel better unless – 2 will be able to – 3 will come as long as – 4 will get hurt if you – 5 some in case Pat feels – 6 not come until I tell – 7 cold if you don't – 8 will call you after

**Exercise 4**
1G – 2C – 3A – 4H – 5F

**Exercise 5**
wrong ones and corrections: 1 unless you pay... - 2 as long as / if – 4 ...if it is cloudy – 5 in case a thief gets in – 8 ...as soon as it detects...

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## Unit 21

**Exercise 1**
1D (2)– 2A (3) – 3F (2) – 4B (3) – 5G (2) - 6E (3)

**Exercise 2**
1 wouldn't trust / were(was) – 2would you ask / found – 3 were (was) / 'd go – 4 didn't drink /'d fall – 5 wouldn't worry / didn't drive – 6 Would you lend / asked

**Exercise 3**
1 wouldn't have flown – 2 hadn't told – 3 'd (had) had – 4 wouldn't have believed – 5 'd (had) known – 5 hadn't braked

**Exercise 4**
if I hadn't forgotten – 2 weren't so late I – 3 hadn't eaten so – 4 went to bed earlier – 5 would (could )have got there – 6 if he had more – 7 hadn't been fired – 8 I were you I'd

**Exercise 5**
1 didn't need it for work – 2 hadn't had to leave / hadn't left her country – 3 horse-riding (regularly) if she could find /if she found – 4 if he hadn't married

**Exercise 6**
1 hadn't been open I wouldn't have managed to get in (through it).
2 is a storm I'll go fishing with my brother this weekend.
3 be feeling (feel) so (awfully) sleepy if I had slept well (or: if the dog hadn't kept barking for hours) last night.
4 I had more time I'd go cycling every day.

## Unit 22

**Exercise 1**
1E – 2A – 3F – 4B – 5C - 6D

**Exercise 2**
1 wishes she had – 2 wish they could go – 3 wish he would ask me – 4 wishes he wouldn't drive (weren't driving) – 5 wish you hadn't booked – 6 wish you knew.

**Exercise 3**
1 If only I had tried to collaborate with my teammates!
2 If only I had completed my tasks in time.
3 If only I had changed my attitude after the warnings.
4 If only I hadn't argued with my teammates so often.
5 If only I hadn't taken so many days off.
6 If only I could speak with the HR manager now.

**Exercise 4**
1 wishes he had graduated – 2 only she would stop – 3 wish I could speak – 4 my boss wouldn't ask – 5 only I could explain – 6 they had enough money to – 7 only I hadn't come – 8 wish you would

**Exercise 5**
1D – 2H – 3B – 4F – 5E

## Unit 23

**Exercise 1**
ticks: 1 (wasn't built) – 3 (may be done / will be done) – 4 (are made) – 5 (were made) – 6 (will soon be caught) – 7 (are soon parted)

**Exercise 2**
1 was stolen – 2 is produced – 3 hasn't been sent – 4 has already risen – 5 has arrived – 6 be disturbed – 7 is being repaired – 8 be served

**Exercise 3**
1 Mr Crosby hasn't been seen (by anybody) in that restaurant.
2 King Charles I King was beheaded in 1649.
3 You will probably be examined by Dr Throllope tomorrow.
4 One of the robbers is being questioned by Detective Caine.
5 Fruit should always be washed before being eaten.
6 A letter is going to be written to the newspaper.
7 Our rooms are being cleaned now.
8 The UFO has been seen by hundreds of people.
9 A special meeting may be held by the court to discuss the problem.
10 The motorist was fined (by the policeman) for drunken driving.
11 Nothing must be written on this side of the sheet.
12 Children under 12 shouldn't be left at home alone.

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**Exercise 4**
1 Abraham Lincoln was assassinated in 1865.
2 The 2016 Olympic Games will be held in Rio.
3 The time machine still hasn't been invented.
4 What would happen if our planet were hit by an asteroid?
5 Apparently the band's website is being viewed by 250,000 fans at the moment.
6 You must use oil that has been used continuously for a while to make crispy French fries.

## Unit 24

**Exercise 1**
1Who had the jewels been stolen by?

2Have all the documents been sent?
3Who will the speech be given by at Mark and Laura's wedding?
4What was the accident caused by?
5Is he going to be fired?
6Who can this equation be solved by?
7Who is the gate opened by in the morning?
8What are you being frightened by?

**Exercise 2**
1 Jane has been sent a postcard from Miami. / A postcard has been sent to Jane from Miami.
2 TS Eliot was awarded the Nobel Prize in 1948. / The Nobel Prize was awarded to TS Eliot in 1948.
3 Our son was taught French by Tom. / French was taught to our son by Tom.
4 She should be told the truth. / The truth should be told to her.
5 We are always being given loads of homework by our Science teacher / Loads of homework are being given to us by our Science teacher
6 They were asked a lot of questions by the headmaster./ A lot of questions were asked to them by the headmaster.

**Exercise 3**
1 will be taken care of – 2 was expected to – 3 being listened to – 4 be allowed to – 5 did they last see – 6 were these poems written by – 7 be given the present – 8 didn't ask anybody

**Exercise 4**
1 was invented – 2 was exported - 3 was being brought – 4 is known – 5 was controlled – 6 were followed – 7 was discovered – 8 be set up – 9 were founded – 10 was established

## Unit 25

**Exercise 1**
1 had … designed – 2 have you ever had … stolen – 3 will have… delivered – 4 'm having … permed – 5 have … tested – 6 have … built

**Exercise 2**
1A – 2B – 3B – 4B – 5A – 6B

**Exercise 3**
1B – 2A – 3C – 4C – 5D – 6C – 7A – 8B

**Exercise 4**
1 made me put – 2 didn't let me go – 3 have your tyres changed – 4 will make her feel – 5 got my bike stolen – 6 had his car washed – 7 made to give – 8 you'll be allowed to

**Exercise 5**
Ada: tiramisu – Janet: sweet-sour pork – Rupert: Thai shrimp – Kimiko: curry rice – Janet's mother: mushroom egg rolls – Xiao-jia: ginger & clam soup

## Unit 26

**Exercise 1**
1 to be – 2 closing – 3 losing – 4 being – 5 crying – 6 to be – 7 visiting – 8 to ski – 9 going – 10 to see.

**Exercise 2**
1 to leave – 2 tell – 3 to be – 4 to waste – 5 queuing – 6 to kill – 7 booking – 8 stay

**Exercise 3**

1 not to arrive – 2 not getting – 3 may not be – 4 not move – 5 not to tell – 6 not doing

**Exercise 4**
1 advised us to go – 2 didn't manage to – 3 want me to – 4 forgot ordering – 5 regrets not inviting – 6 doesn't mind walking – 7 is no point doing it – 8 looking forward to leaving – 9 not used to driving – 10 allow me to go

**Exercise 5**
1A – 2B – 3B – 4B

**Exercise 6**
1 to lower / using – 2 meeting – 3 buying / to save – 4 travelling – 5 telling / to make – 6 repairing / to take

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**Exercise 7**
1C – 2B – 3D – 4A – 5C – 6B – 7D – 8B – 9A – 10C – 11A - 12D

**Exercise 8**
1D – 2E – 3A – 4F – 5C – 6B

## Unit 27

**Exercise 1**
1said – 2 wondered – 3 asked – 4 thought – 5 tell – 6 told – 7 told – 8 wondered

**Exercise 2**
1 Jack said he wasn't going the following morning.
2 Anne asked Lucy to pass (her) the salt.
3 The teacher said (that) Dante wrote the Divine Comedy.
4 Mr Bates asked Emma if she had received his parcel.
5 She asked me if I could go there that afternoon.
6 The lady said it hadn't been snowing at 10 the night before.
7 Cathy said Aunt Ellie mightn't be at home at that moment.
8 Peter wondered if he should ask Tracy to go there.
9 The boy said he hadn't gone out the night before.
10 Oscar Wilde said that all art is quite useless.

**Exercise 3**
1B – 2C – 3A – 4C – 5D – 6A – 7B – 8C – 9D – 10A – 11B – 12D – 13A - 14C

**Exercise 4**
1I – 2D – 3D – 4I – 5I - 6D

**Exercise 5**
1C – Where did I put my glasses? - 2D Don't worry, Mum! - 3A I'll go to the gym tomorrow. – 4B My team won the match yesterday.

## Unit 28

**Exercise 1**
1mentioned – 2 cried – 3 to them – 4 whispered – 5 yelled– 6 pointed out

**Exercise 2**
1C – 2F – 3E – 4A – 5D - 6B

**Exercise 3**
1 Sarah congratulated Nancy on the beautiful view (she had).
2 Charlene complained about the rain.
3 Caleb offered to lay the table.
4 Britney reminded her mother to send the pictures.
5 Chris suggested watching a film.
6 The boy denied breaking (having broken) the window.

**Exercise 4**
1 apologised for breaking the
2 suggested (that) I (should) take
3 accused Neal of cheating
4 refused to help me
5 we couldn't use
6 blamed me for missing
7 promised not to be late
8 booking the flight the following

**Exercise 5**
1A – 2B – 3A – 4A – 5A - 6B

**Exercise 6**
1 Ann apologises to Emma for being late.
2 Emma complains that Ann is always finding excuses for being late.
3 Emma blames Ann for causing them to miss the train.
4 Emma reminds Ann that they were supposed to help Jackie with the pizza and barbecue.
5 Ann explains that there's no problem because a friend will drive them to Jackie's place.
6 Ann suggests having a coffee while waiting for Sue to pick them up.

## Unit 29

**Exercise 1**
1 which – 2 who – 3 whose – 4 which – 5 when – 6 why
Exercise 2
1whose – 2 X – 3 what – 4 that – 5 X – 6 why – 7 X – 8 when – 9 where – 10 that/which – 11 what – 12 whose – 13 whom – 14 X

**Exercise 3**
2 that/who looks after the dogs
3 whose husband is a popular anchorman
4 (that) she was wearing
5 who / that lives across the street
6 who is sitting next to Pam
7 (that) we're having lunch with
8 that / who works as a French teacher

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**Exercise 4**
Sentences containing ND relative clauses:
1 Mrs Patterson, whose flat is next to mine, is a very friendly neighbour.
3 I remember that years ago, when I was just 12, I got lost in the woods while we were having a picnic.
4 You did the right thing, which is what matters the most.
5 Kate Winslet, who played one of the protagonists in 'Titanic', is one of my favourite actresses.
8 I seldom visit my cousin in Osaka, which is in Japan.

**Exercise 5**
1 that / who – 2 whose – 3 when – 4 what – 5 that / which – 6 that / which – 7 where – 8 who – 9 why – 10 I

**Exercise 6**
1 I share my room with is Korean.
2 a problem he's worried about.
3 the knife I've asked for?
4 the beer I paid for.
5 city I was born in.
6 called the friend I travelled to Australia with.

**Exercise 7**
1 the professional positions you want to apply for.
2 you are waiting for
3 things I can do without.
4 I'm looking for has a list
5 likes listening to
6 he's talking about

**Exercise 8**
1 X – 2 X – 3 what – 4 that – 5 What – 6 what

**Exercise 9**
1 that I went to / 2 whose suitcase was / 3 the man they saw her / 4 this what he wants / 5 where I live is (or: in which I live is / (that) I live in is) / 6 Antibes, which is near / 7 (that / which) you use to move / 8 know the song he is

## Unit 30

**Exercise 1**
1e – 2a – 3d – 4b – 5f - 6c

**Exercise 2**
1 however – 2 nevertheless – 3 furthermore – 4 despite this – 5 despite – 6 though – 7 whereas – 8 such as

**Exercise 3**
1 whereas – 2 instead – 3 as a rule – 4 as regards – 5 in the end – 6 yet – 7 on top of that – 8 in a nutshell

**Exercise 4**
1B – 2C – 3A – 4D – 5B – 6C – 7D - 8A

**Exercise 5**
1E – 2C – 3A – 4F - 5D

**Exercise 6**
1 although it was raining – 2 Instead of offering the chocolates – 3 spite of the rough sea – 4 well as being – 5 us in despite our delay – 6 on top of that

## Unit 31

**Exercise 1**
1 unless – 2 provided – 3 on account – 4 as – 5 due – 6 Nevertheless, - 7 If not – 8 well

**Exercise 2**
1 whereas – 2 though / if – 3 neither – 4 However – 5 account – 6 consequence / result – 7 spite – 8 that – 9 would – 10 order

**Exercise 3**
1 Although / Even though it was raining
2 in order to
3 as long as you pick
4 As I didn't have
5 For this reason I think
6 my opinion Di Caprio
7 is arguably
8 eventually had some pizza

**Exercise 4**
1C – 2D – 3A – 4E – 5B

## Unit 32

**Exercise 1**
1 in Holland – 2 Next year – 3 on holiday – 4 with my parents – 5 all afternoon – 6 to Paris

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**Exercise 2**
wrong and corrections: 1 We go to the beach with them every day. - 4 Giorgia speaks English and French very well. - 5 That mp3 player is mine: give it to me. - 8 Tom is holding his diary in his hand.

**Exercise 3**
1 Could you sent it to Alice?
2 You can't ask them to her.
3 I must forward it to my boss .
4 Maria brought them to David from Ireland.
5 Can you show them to the guests, please?
6 I must buy them for him tomorrow.

**Exercise 4**
1 We'll send the Ryans a postcard from Sardinia.
2 I'm meeting Jackie at her place after school.
3 We must read the contract carefully (carefully read the contract) tomorrow.
4We're definitely going to Liverpool by car tomorrow.
5 He quickly put the money in the bag with a strange look in his eyes.
6 The lady asked Mrs Jones politely to call her later.
7 They will probably send it to you by courier next week.
8 We've just bought a lovely silk blouse for Emma.
9 I'll be on holiday in Greece with some friends at the end of March.
10 He likes to spend his holidays alone in a little cottage in the mountains.

**Exercise 5**
1goes to work by car
2 the chocolates with greed
3 fill in the form with
4 probably walk
5 book a flight for me
6 you lend your car to

**Exercise 6**
1 Last summer I went to Sardinia with my parents. It was a wonderful holiday indeed.
2 I like pizza very much: it is definitely my favourite dish.
3 I will probably choose Engineering when I go to University next year.
4 Did you write the answer of the test in pencil?
5 I don't know my new neighbours very well but they look friendly.
6 I quickly ate my lunch. / I ate my lunch quickly because I was late.

## Unit 33

**Exercise 1**
1 happened – 2 is he meeting – 3 suits – 4 will clean – 5 did you work – 6 does Adam have – 7 are you sending – 8 ate – 9 start – 10 does this word mean – 11 fell – 12 won

**Exercise 2**
1C – 2E – 3G – 4A - 5H – 6B – 7D – 8F

**Exercise 3**
1 What (which films) were they interested in?
2 Which coke / what have you just paid for?
3 Who is going to do the shopping?
4 Who was Richard III killed by? /Who killed Richard III?
5 What (which war) began in 1914?
6 What does he have to buy (for tomorrow? )
7 Who is the subject of this poem?
8 Which of these scarves do you prefer?

**Exercise 4**
1 did the police arrest – 2 the greenhouse effect caused by – 3 did you lend your bike – 4 did you buy it from – 5 do you find boring – 6 does FBI stand for

**Exercise 5**
1 wrote *Wuthering Heights*?
2 is the story about?
3 does Catherine marry?
4 marries
5 two narrators tell the story?
6 will Catherine's daughter marry?

## Unit 34

**Exercise 1**
up: 2 – 3 – 6 / down: 1 – 4 – 5

**Exercise 2**
1 don't – 2 is – 3 were – 4 doesn't – 5 they – 6 am – 7 won't – 8 will – 9 wouldn't– 10 hadn't

**Exercise 3**
1 weren't you – 2 doesn't she – 3 can you – 4 didn't he – 5 isn't it – 6 should I – 7 have you – 8 shall we – 9 aren't I – 10 won't she – 11 will you - 12 isn't there – 13 would you – 14 haven't you

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**Exercise 4**
1 but adults can – 2 but French students don't – 3 and so are environmental issues – 4 but we don't (have to) – 5 and so does the Italian flag – 6 but penguins can – 7 neither / nor can penguins – 8 and neither / nor did Twitter

**Exercise 5**
1 know Jane (yet), do you? - 2 and so did – 3 than he does – 4 and neither (nor) was – 5 and neither (nor) does my father – 6 go to Paris, shall – 7 to go but he did – 8 isn't it

## Unit 35

**Exercise 1**
1 at / on – 2 at / at – 3 on / on – 4 at / in – 5 on / in – 6 in / in – 7 at / at – 8 at / in

**Exercise 2**
1A – 2C – 3C – 4D – 5B – 6A

**Exercise 3**
1 at / in – 2 to / by / in – 3 at / in – 4 on (at) / at – 5 at / on – 6 in / on – 7 to / in – 8 in / at – 9 to / on – 10 at / by

**Exercise 4**
correct sentences: 3, 6, 10 – error corrections: 1 (at) in – 2 (on) in – 4 (under) in – 5 (the) no article – 6 (to) in – 7 (the) no article – 8 (to) no preposition – 9 (in) on

**Exercise 5**
1 goes to school on foot – 2 wonderful view at sunset – 3 at the end – 4 the last time – 5 did you get – 6 In the end – 7 by the time – 8 open at weekends – 9 must subscribe by – 10 are on the way to

**Exercise 6**
1 at – 2 in – 3 by (at) – 4 in – 5 on – 6 on – 7 to – 8 at - 9 on – 10 at – 11 by – 12 in – 13 on – 14 there – 15 by

## Unit 36

**Exercise 1**
1d – 2e – 3f – 4a – 5c – 6b

**Exercise 2**
1 for / business / for – 2 of / responsible – 3 with / full – 4 for /on – 5 in / at – 6 about / fond – 7 on / pay – 8 to / depend (rely) – 9 on / at – 10 with (of/by not fully acceptable in writing according to oxford) / interested

**Exercise 3**
1 to / for – 2 from / of / at – 3 from – 4 with / to – 5 to – 6 of / of – 7 with / on – 8 of / in

**Exercise 4**
1 for – 2 in – 3 in – 4 with – 5 by – 6 about – 7 on – 8 at – 9 at – 10 to – 11 with – 12 for – 13 in – 14 from

**Exercise 5**

1 in – 2 over – 3 in – 4 by – 5 from – 6 by – 7 to – 8 by – 9 on – 10 in – 11 to – 12 for - 13 by – 14 by

**Exercise 6**

Smartphones: 2014 55% - 2015 60% - 2016 65% - 2017 70%

Tablets: 2014 10% - 2015 13% - 2016 15% - 2017 15%

Portable PCs: 2014 20% - 2015 17% - 2016 12% - 2017 10%

Desktop PCs: 2014 15% - 2015 10% - 2016 8% - 2017 5%

## Unit 37

**Exercise 1**
1E – 2D – 3F – 4B – 5C - 6A

**Exercise** 2
1 make / get – 2 do / make – 3 makes / take – 4 have / make – 5 makes / does – 6 do / take

**Exercise** 3
1 take your time – 2 have nothing in common – 3 took no notice / didn't take any notice – 4 got the sack – 5 made up her mind – 6 had a great time – 7 were (was) making progress – 8 made an effort not to

**Exercise 4**
1 make amends – 2 catch fire – 3 pay attention – 4 do an impression – 5 take a risk – 6 catch sight – 7 take pride in – 8 make a journey

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**Exercise 5**
1 do – 2 plan – 3 Making – 4 do – 5 exercises – 6 make – 7 making 8 have (take)

**Exercise 6**
1A – 2B – 3D – 4B – 5D – 6C – 7A - 8C

## Unit 38

**Exercise 1**
1 into – 2 out – 3 up – 4 break out – 5 through to – 6 ran into – 7 it up – 8 over

**Exercise 2**
1 took down / put up – 2 fell out / made up – 3 went out with / broke up – 4 picks up / drops her off – 5 take off / put on – 6 going out / stay in – 7 came down / got over – 8 look up to / look down

**Exercise 3**
1 you must call her back...
2 My grandma passed them down...
3 I've put up with him...
4 Have you paid it off?
5 I had to give it up...
6 The police are looking into it.

**Exercise 4**
1 taken off – 2 bring up – 3 turned up – 4 turned down – 5 get on – 6 get away

**Exercise 5**
1 has broken down – 2 have made up – 3 the change brought 4 do away with – 5 better stay away from – 6 passed out as soon – 7 you come round for – 8 you I would cut down

**Exercise 6**
1A – 2C – 3C – 4B – 5B - 6C

## Unit 39

**Exercise 1**

1D – 2G – 3F – 4B – 5A – 6C – 7H - 8E

**Exercise 2**
1C – 2B – 3A – 4C – 5D – 6B – 7D – 8A – 9C - 10D

**Exercise 3**
1 is up to – 2 was over – 3 am not into – 4 is anybody in – 5 is out of order – 6 will be off

**Exercise 4**
1E – 2A – 3C – 4F - 5B

**Exercise 5**
1 speed up a – 2 you back me up – 3 the company set up – 4 build up your confidence – 5 was held up – 6 to think it over

**Exercise 6**
1D – 2A – 3C - 4D

## Unit 40

**Exercise 1**
1G sympathy – 2D (bad) temper – 3A risk – 4B wonder – 5F habit – 6E snob

**Exercise 2**
1 tired – 2 disgusting – 3 disappointing – 4 frightened – 5 satisfying – 6 interesting – 7 shocked – 8 surprised

**Exercise 3**
1 asleep – 2 pleasant – 3 sensitive – 4 alive – 5 annoying – 6 lovely – 7 useful - imaginary

**Exercise 4**
1 abominable – 2 not brave – 3 embarrassed – 4 tidy – 5 rich – 6 unpredictable

**Exercise 5**
magic(al) / pessimistic / dependent / significant / revolutionary / complementary / envious / mysterious / favourable / responsible / playful / faithful

**Exercise 6**
1 daily – 2 relaxing – 3 anxious – 4 stressful – 5 comfortable – 6 enjoyable – 7 suitable – 8 educational – 9 healthy – 10 confident

## Unit 41

**Exercise 1**
1 choice / choosy – 2 success / successful – 3 image / imaginary – 4 variety / various – 5 health / healthy – 6 safety / safe

**Exercise 2**
1 achievements – 2 complaint – 3 inhabitants – 4 performance – 5 arguments – 6 painter – 7 weight - Sales

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**Exercise 3**
1B – 2D – 3A – 4C – 5C – 6B – 7A – 8A

**Exercise 4**
1 very imaginative – 2 the length of – 3 to become more fluent – 4 filled me with happiness – 5 is usually due to anxiety – 6 to escape punishment – 7 little knowledge of Spanish – 8 made great improvements / a great improvement.

**Exercise 5**
verb & nouns: 2 – 4 – 5 – 7 – 9 – 10; 1 warmth – 3 growth – 6 loss – 8 knowledge – 11 teacher (or teaching) – 12 song

**Exercise 6**
2 impression / impressionable, impressive / impressively
3 use, usage / use / useful (useless)
4 pleasure / pleased, pleasing (pleasurable) / pleasingly
5 care (carelessness) / care / careful (careless) / carefully (carelessly)
6 preference / preferable / preferably
7 comfort / (un)comfortable / (un)comfortably – 8 sensibility / sense / sensible, sensitive (sensual, senseless) / sensibly

**Exercise 7**
2 performance – 3 maneuverability – 4 certification – 5 manned – 6 headway – 7 flight – 8 characteristics – 9 refinements – 10 Officer – 11 preparation – 12 customers – 13 investors – 14 development – 15 simulator – 16 sale

## Unit 42

**Exercise 1**
1 believe – 2 tighten – 3 glorify – 4 enlighten (lighten) – 5 heighten – 6 characterise – 7 darken – 8 examine – 9 extinguish – 10 terrify

**Exercise 2**
1 bleeding – 2 chose – 3 lost – 4 broaden – 5 encouraged – 6 sympathise

**Exercise 3**
1 assure – 2 loosen – 3 image – 4 lighten – 5 commemorate – 6 enforce

**Exercise 4**
1 specialises – 2 ensure – 3 likened – 4 criticises – 5 worsened – 6 respond – 7 pronounced – 8 renew

**Exercise 5**
verbs: 1 – 4 – 6 – 9 – 10

**Exercise 6**
1 threaten/threatening – 2 fullness/fully - 3 agreement/ agree/ agreeably - 4 increase/ increase/ increasing – 5 flatter/ flattering /flatteringly 6 enjoyment/ enjoy/ enjoyable

## Unit 43

**Exercise 1**
fearless, thoughtless – uninhabited, unsatisfied, unavailable – insensitive, immorality, irrelevant, illiterate – dissatisfied, disrespectful – misprint, misinterpret

**Exercise 2**
1 illiterate – 2 unconscious – 3 misinterpreted – 4 uninhabited – 5 unavailable – 6 thoughtless

**Exercise 3**
1F – 2A – 3G – 4D – 5B - 6E

**Exercise 4**
1 inappropriately – 2 helpless – 3 misunderstood – 4 neuroscientist – 5 relationships – 6 stressful – 7 unlikely – 8 disapprove – 9 pointless – 10 arguably

**Exercise 5**
1 soundless – 2 length – 3 insufferable – 4 unnerved – 5 insoluble – 6 unsatisfactory – 7 unruffled – 8 thrilling

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## GENERAL REVISION

**Exercise 1**
1 specialises – 2 haven't had – 3 has waited / has been waiting – 4 have you been arguing – 5 is always showing off – 6 is holding

**Exercise 2**
1 used to be / was – 2 was watching – 3 A have you met / B was – 4 I've been feeling / I've felt 5 got married – 6 hadn't studied

**Exercise 3**
1 will find – 2 will be travelling – 3 starts – 4 am seeing (will see)

**Exercise 4**
1 hardly studies – 2 unlikely – 3 quickly ran – 4 work harder - 5 nice blue velvet – 6 delicious red Italian – 7 don't often do / seldom do – 8 still have / have still got

**Exercise 5**
1 some – 2 a few / some – 3 many – 4 both – 5 none – 6 Each / All

**Exercise 6**
1 most clever / cleverest – 2 as boring – 3 older I grow – 4 more slowly – 5 Fewer and fewer – 6 such – 7 a little / a bit – 8 at the latest

**Exercise 7**
1 didn't need to / didn't have to – 2 can't have / couldn't have – 3 were supposed to be / should have been - 4 don't have to / needn't – 5 to be repaired / repairing – 6 aren't allowed to / can't

**Exercise 8**
1 need – 2 hadn't had – 3 wouldn't be – 4 I had been – 5 could speak – 6 would stop

**Exercise 9**
1 (hadn't been cleaned) was being cleaned – 2 had / got – 3 let – 4 have – 5 have / get – 6 let me – 7 to have been – 8 had been stolen

**Exercise 10**
1 advised / told – 2 to do / do – 3 help – 4 repeating – 5 made to confess – 6 putting

**Exercise 11**
1 was going to phone / would phone – 2 suggested / recommended – 3 must / had to – 4 Were you able to / Did you manage to 5 complained – 6 refused – 7 on paying – 8 for passing

**Exercise 12**
who – 2 which – 3 which – 4 that you / you

**Exercise 13**
1 although / even though – 2 due to / on account of – 3 in my opinion – 4 provided / as long as 5 so as to / in order to – 6 on the other hand – 7 Since / As – 8 instead of

**Exercise 14**
1 us the news / the news to us – 2 will happen / happens – 3 neither – 4 didn't you – 5 will you – 6 so does Peter – 7 hasn't – 8 am I

**Exercise 15**
1 At – 2 on – 3 before / by / within – 4 at – 5 in our caravan / on our scooter – 6 at the end – 7 to – 8 on – 9 for – 10 for – 11 of – 12 at / by – 13 on – 14 on – 15 at – 16 tired – 17 tell – 18 from

**Exercise 16**
1 make – 2 do – 3 takes – 4 had – 5 come – 6 putting on / gaining

**Exercise 17**
1 through – 2 turn – 3 gone – 4 out – 5 did – 6 fall out – 7 bring up – 8 cut – 9 hanging out – 10 putting – 11 back – 12 off

**Exercise 18**
1 orderly – 2 embarrassingly – 3 pleasant/pleasurable – 4 alive – 5 variety – 6 physically – 7 enjoyable – 8 carefree - 9 uneventful – 10 senseless – 11 likelihood / likeliness – 12 consumerism

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